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ABSTRACT

The recently chartered city of Poquoson, Virginia, has a separate school division that is completely independent from New York County. The division superintendent describes in this practicum the processes involved in planning and constructing a new high school building. A building needs study was the first step followed by the selection of an architectural firm to do planning, projections, cost estimates, and preliminary design work. Strong emphasis is placed on strategies and procedures used for securing financial backing. Community support was sought by having "charrettes" involving the community, politicians, architects, and professional educators in the design of the school building. Other efforts to enlist community support included public hearings and an educational assessment questionnaire distributed to every householder in the district. The appendixes contain copies of letters, reports, memorandums, cost estimates, and the questionnaire. (MLF)

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"DESIGN AND IMPLEMENT A PROCEDURE FOR FUNDING CONSTRUCTION OF A NEW HIGH SCHOOL"

A Maxi II Practicum Report

Presented to

Mr. Sam O. Kaylin

National Ed. D. Program for Educational Leaders

Nova University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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by

Oral Edward Ware

February 2, 1976

Richmond Cluster

Dr. John Galloway, Coordinator

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TABLE OF CONTENTS

Introduction and Overview . . . . . 1 - 7

Survey of Needs 3
Educational Planning 4
Architectural Planning 5
Financial Planning 6
Construction 7

Superintendent's Role 7

Building Needs Survey . . . . . 8 - 22

Findings of Building Needs Survey Team 11
Value of Survey Team 15
Recommendations 16

Funding Plan Conceptualized . . . . . 22 - 24

Educational Schematic Specifications . . . . . 24 - 39

Poquoson Charrette 24
Charrette Information 27

Obtaining Community Support . . . . . 39 - 44

Educational Assessment Questionnaire 39
Public Hearings 41

Financial Planning . . . . . 44 - 51

Architectural Planning . . . . . 52 - 53

Evaluation . . . . . 53 - 54

Conclusion . . . . . 54 - 56

Appendices . . . . . 1 - 6

#1 - PERT Chart and Symbols
#2 - Charrette Memo
#3 - Final Report of Educational Schematic Specifications
#4 - Newsletter Questionnaire
#5 - Assessment Survey Report
#6 - Bond Attorney Memorandum

"DESIGN AND IMPLEMENT A PROCEDURE FOR
FUNDING CONSTRUCTION OF A NEW HIGH SCHOOL"

Introduction and Overview

The purpose of this practicum was to design and implement a procedure for funding the construction of a new high school in the City of Poquoson, Virginia. The practitioner realized that many of the situations and experiences encountered in this practicum would be unique to the City of Poquoson, however, it was felt that the procedure used for accomplishing this stated goal would be of value to any individual that might be charged with the responsibility for funding the construction of a new school building in any community. The total process by which a school building is planned and constructed can be broken down into many specific steps, beginning with the initial study of needs and ending with the formal acceptance of the completed structure by the school board. Generally speaking, two to five years or more may elapse between these two steps, depending upon the size and the complexity of the problem and the availability of the necessary professional assistants and other factors.

For the purpose of this practicum report, we will want to keep in mind that the final objective is a new high school, however, strong emphasis will be placed on strategies and procedures used for securing

the necessary funding for this construction. It is readily realized that the finest of architectural plans and educational plans could have been obtained from the professionals in the field, however, unless the necessary dollars could be generated within the community the total effort would have been in vain.

For purpose of introduction, the entire process will be summarized here under five headings; first, the survey of the overall needs of the school division, followed by educational planning, architectural planning, financial planning, and construction of the building. These steps were not wholly separate and sequential, but overlapped. However, for clarification a brief explanation will be made at this point and then explained more fully in latter sections of the report. Several of the steps will have one or more sub-steps.

On September 1, 1972, the independent Town of Poquoson created a separate school division completely independent from York County. This separation and independence brought with it several problems in government, and the housing of school children was paramount among these problems. In June 1975 the Town of Poquoson was chartered as a city.

The fact that the City of Poquoson, which makes up our school division, is situated between the cities of Hampton, Newport News, and the county of York makes it a very desirable residential community, thus, we have experienced a tremendous percentage increase in the number of school age children. During the school year 1971-72, just prior to complete independence and this practitioner's appointment as division

superintendent, two schools were operated within the division - an elementary school housing grades 1 - 7 and a high school housing grades 8 - 12. The school division had a total enrollment of 1,411 students.

Prior to the summer of 1972 it had been apparent to the part-time administrators and the school board that additional space was needed, thus, several classrooms were added to the old high school building. In the summer of 1972 the organizational pattern of the school system was changed. The elementary school was to house grades 1 - 5 and the high school building with additional classrooms was to house grades 6 - 12. This was less than an adequate arrangement.

Survey of Needs

When this practitioner assumed the superintendency in the summer of 1972, the school board charged him with the responsibility of determining the educational facilities need for the community. It was apparent that with the population growth, the development of land into subdivisions, and the construction of homes and apartments within the boundaries of the city that additional space would be needed to house school age children. In September 1972, the superintendent of schools requested the School Planning Division of the State Department of Education to send a Building Needs Survey team to the school division to make a building needs survey. The school board and superintendent understood that a school building survey would be a study of the overall building needs of the school division, and these individuals would be seeking answers to such questions as the following: (1) What should be done with the existing buildings in

the division? Which, if any should be abandoned for school use? What should be done with those that are abandoned? What grades should be assigned to those building that are retained? (2) If the Building Needs Survey indicated that new facilities were needed, for what grade level should they be provided? (3) In existing buildings which are kept in service, what major improvements should be made? Would it be feasible to enlarge the present facility in order to accommodate the expanding population? (4) If existing buildings are to be replaced, where should the new buildings be located and how large? (5) Should any new buildings be established at new locations, now or at some future date? If so, how large, where and for what grades?

The superintendent and school board realized that the Building Needs Survey team would have to analyze the school program, both the philosophical and instructional plans, in order to determine the type of facilities needed. It was also realized that an estimate of the future enrollments would be needed in order to have a basis for determining the size and number of classrooms needed. The two existing buildings would have to be appraised very carefully in order to judge how they could be used to the best advantage. It was understood that the outcome of this Building Needs Survey report would serve as a general plan for a future school plant improvement or construction program.

Educational Planning

The superintendent and school board planned to use the Building Needs Survey as a basis for determining which level of building - high school, elementary, or intermediate - to erect. Then, to zero in on

that particular building for educational planning purposes. The mere fact that the increase in population had provided the number of pupils making it necessary to have more classroom space did not answer the all-important question of what level facility to construct. It would be necessary to determine the types and numbers of rooms and spaces required, as well as the number of people and kinds of activities to be performed in each type of room. It would also be necessary to determine the kinds and quantities of materials and equipment that a room should contain, and where it should be located in respect to other parts of the building and grounds. The school board and the superintendent decided early in their planning that the answers to such questions as these would have to come from a detailed analysis of the type of activities to be conducted in this school. It was agreed that instructional consultants from the State Department of Education, representatives from an architectural firm, and professional staff members from the school system would be utilized in developing what would be known as the educational specifications for this new school.

Architectural Planning

It was realized that once the educational specifications had been designed for the building that the architect chosen could proceed in making preliminary designs for the building, and to develop preliminary drawings and specifications which must meet the standards and have the approval of the State Department of Education. The preliminary design would also carry preliminary information concerning the estimated cost

of construction. It was agreed that the architect would be told that his first responsibility was to design an environment for the desired educational program. The superintendent and school board believed that in order to do this adequately, it would be necessary to have tailor-made plans for the programs specified in our educational schematics.

The achievement of a successful set of preliminary plans and specifications would give the school board the needed information to begin the all-important activity of gaining community support for the total funding of a construction program.

Financial Planning

The superintendent and school board realized that several joint meetings of the city council and school board would be necessary in order to secure the necessary approval for a funding plan. It was also realized that the city council would be influenced by the citizens of the community. Thus, as part of the financial planning it was decided to conduct public hearings, to design and implement an educational assessment questionnaire among the citizens of the community, to produce a copy of a newsletter with factual information about the construction program, and to spend some time in speaking to civic groups.

It was realized that other related activities would be required in order to take the necessary legal steps to borrow money for school construction. This planning would be done in conjunction with the city manager and the city council. If an adequate financial plan could be designed and implemented and the necessary funds raised, this practitioner

realized that his practicum would be complete at this point and he would be ready to sign contracts and go into the construction phase of the total plan, which would be another experience within itself.

Construction

Construction of a new Poquoson High School will be the end result of this practicum effort; however, the major objective at the time of the practicum design was to secure the necessary support and funding for the construction. When this goal has been reached, the final construction will be a complete new effort that will require much effort and the cooperation of all concerned. However, the superintendent of schools, or his officially delegated agent, will be the logical person to carry the responsibility for the school board, and all instructions, decisions, and correspondence concerning the construction phase will be channeled through him to the architect who controls the building operation.

Superintendent's Role

This practitioner realized that the success of this school district in conducting adequate studies and planning for the securing of funding for a new building would depend in large measure upon the relationship of certain individuals and groups. Everybody concerned must know their duties and responsibilities in this task if success is to be realized. Of these persons the superintendent of schools would have to occupy the key position.

The practitioner realized that according to the best practices of school administration the superintendent of schools is the chief executive

officer of the school board, and the one executive directly responsible to that board. Therefore, this practitioner must be responsible for anticipating needs, arranging for necessary studies, and making appropriate recommendations in regard to school facility needs as well as other aspects of school operation. Prior to the formal approval of this practicum design, the practitioner had done much preliminary work in order to gear-up for a building program.

Building Needs Survey

As mentioned earlier, the school board authorized the superintendent of schools, after his recommendation, that a school building needs survey team should come to the division and make an appropriate study.

In September 1972 this practitioner requested the School Planning Division of the State Department of Education to appoint a team of professional educators, that would have some knowledge of comparable communities, to come to the area and do an indepth study on the projected needs of the school division.

On November 15, 1972, the Building Needs Survey team met with school officials in the school board office in the City of Poquoson to begin obtaining data for their report. This practitioner realized that it would be necessary to strive to avoid all personal bias. Likewise, school officials should refrain from making recommendations until the survey staff had reached tentative decisions and wished to check their thinking with them. This practitioner readily realized that it would

make little sense to engage a survey committee to conduct an impartial survey, and then seek to persuade the committee to endorse a predetermined plan of action. Thus, in this conference on November 15, the committee was very much interested in hearing about the present school program, especially the adequacy of the school plants. The committee also wanted to discuss population figures of the school division as shown in the United States Census Report through 1970, and school census figures from 1968 - 1971. They also wanted to know about current school enrollment by grades and schools, and average daily membership from 1964-65 through 1971-72, and data pertaining to the school plants.

At the conclusion of this data-gathering conference, the committee accompanied the school superintendent on a visitation of all school facilities in the district. After completing the visits to all schools the committee again met with the superintendent to review some of its findings and tentative conclusions. The data was then taken to the State Department of Education where additional data was taken from the annual reports of the division, and compiled into a report that was submitted to the school division on December 11, 1972.

The superintendent and school board realized that it was now their responsibility to analyze the report and to make proper recommendations concerning adoption, modification, or rejection of each proposal in the report. This is equivalent to saying that the school board and superintendent, after suitable study of the survey team's proposals, presents to the governing body and the community their recommendations for adoption

of a comprehensive school building program. Upon approval of the program it would be the responsibility of the school board through their executive officer, the superintendent, to implement appropriate measures to accomplish the desired goals.

Findings of the Building Needs Survey Team

The U.S. Census figures for York County and the Town of Poquoson for the 30-year period, 1940 - 1970, are shown in Table I, which also reflects the percent changes in population from 1940 - 1960 and from 1960 - 1970 for the county.

During the decade 1950 - 1960, Bethel district was organized from part of Poquoson district. The Town of Poquoson was incorporated from part of Poquoson district and made coextensive with the district.

The data show that the population in the Town of Poquoson increased from 4,278 in 1960 to 5,441 in 1970, an increase of 1,163 or 27.2 percent.

In addition to the figures in Table I, there were 177 building permits for homes issued from October 1970 to October 1972 in the Town of Poquoson, 112 of these permits were issued during the first nine months of 1972. Also, during 1972 the Zoning Commission has approved several subdivisions for housing developments and site preparation has already begun on several of these for home and apartment construction. Local authorities believe that the Town of Poquoson will experience considerably more pppulation growth during the decade, 1970 - 1980, than occurred during the preceding decade, 1960 - 1970.

TABLE I

POPULATION OF YORK COUNTY BY MAGISTERIAL DISTRICTS

U.S. CENSUS

1940-1970

Districts	Years				Percent Change 1940 - 1960	Percent Change 1960 - 1970
	1940	1950	1960	1970		
Bethel	--	--	3,079	6,504	--	+111.23
Bruton	1,993	1,965	5,371	6,665	+169.5	+ 24.1
Grafton	2,130	2,772	5,578	6,806	+161.9	+ 22.0
Nelson	1,175	2,716	3,277	7,787	+178.9	+137.6
Poquoson	3,559	4,297	4,278	5,441	+ 20.2	+ 27.2
Poquoson (Town)		--	(4,278)	(5,441)	--	+ 27.2
Totals	8,857	11,750	21,583	33,203	+143.7	+ 53.8

Table II shows the school census figures for children, ages 6 - 19 inclusive, for the period 1968 - 1971. The number of children, ages 1 - 5, for the 1968 and 1971 are also shown.

The figures show that the number of children, ages 6 - 19, increased from 1,487 in 1968 to 1,509 in 1971, a gain of 22 or 1.5 percent. During the same period the total number of children, ages 1 - 5, decreased 118.

No school census figures for the Town of Poquoson were available prior to 1968.

Year	Ages														Total
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1968	127	101	102	123	134	110	107	101	107	118	102	90	96	69	1,487
1971	95	118	139	116	111	102	115	133	117	112	102	102	90	57	1,509

Table II

Year	Ages					Total
	1	2	3	4	5	
1968	84	85	99	113	124	505
1971	79	74	77	73	84	387

Table II (Con't.)

Table III shows current school enrollment by grades and schools in the Town of Poquoson.

SESSION 1972-73 (September 30, 1972)

School	Grades												Sp. Ed.	Total
	1	2	3	4	5	6	7	8	9	10	11	12		
Poq. High						125	125	139	143	127	101	89		849
Poq. Elem.	105	118	137	149	146								7	662
Totals	105	118	137	149	146	125	125	139	143	127	101	89	7	1,511

Table III

The actual school enrollment for the period 1964-65 through 1971-72 is shown in Table IV. During this period the enrollment in the elementary grades increased from 727 to 883, an increase of 156 or 21.5 percent. The high school enrollment during the same period increased from 417 to 569, a gain of 152 or 36.5 percent. The total enrollment increased from 1,144 in 1964-65 to 1,464 in 1971-72, a gain of 320 or 27.9 percent.

ACTUAL ENROLLMENT BY GRADES

SESSIONS 1964-65 - 1971-72

GRADE	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
1	114	118	106	112	130	133	125	115
2	106	117	116	109	111	129	131	133
3	93	110	122	121	119	122	135	143
4	110	96	110	124	126	116	111	145
5	98	110	97	117	124	125	112	116
6	103	94	108	98	127	125	124	113
7	103	107	97	112	103	125	125	118
Total Elem.	727	752	756	793	840	877	863	883
8	99	114	118	102	126	122	150	154
9	88	77	108	121	105	100	115	129
10	59	92	75	114	115	105	102	112
11	95	68	85	71	101	106	93	93
12	76	86	62	86	68	93	93	81
Total H.S.	417	437	448	494	515	526	553	569
Sp. Ed.	-	9	7	11	8	11	9	12
Grand Tot.	1,144	1,198	1,211	1,298	1,363	1,414	1,425	1,464

Table IV

Table V shows average daily membership in the public schools in the Town of Poquoson and the change from the previous year for the period 1964-65 through 1971-72.

The table shows that average daily membership in grades 1 - 7 increased from 725 in 1964-65 to 881 in 1971-72, a gain of 156 or 21.5 percent. During the same period average daily membership in grades 8 - 12 increased from 413 to 548, an increase of 135 or 32.7 percent and the total average daily membership showed a net gain of 291 or 25.6 percent.

AVERAGE DAILY MEMBERSHIP

SESSIONS 1964-65 - 1971-72

Year	Average Daily Membership			Change from Previous Year		
	Elementary	Secondary	Total	Elementary	Secondary	Total
1964-65	725	413	1,138	--	--	--
1965-66	744	429	1,173	+19	+16	+35
1966-67	745	442	1,187	+ 1	+13	+14
1967-68	780	477	1,257	+35	+35	+70
1968-69	820	498	1,318	+40	+21	+61
1969-70	851	505	1,356	+31	+ 7	+38
1970-71	857	531	1,388	+ 6	+26	+32
1971-72	881	548	1,429	+24	+17	+41

Table V

Table VI is a summary of certain school plant data.

SUMMARY OF CERTAIN SCHOOL PLANT DATA

School	Operating Capacity	Enrollment		Grades Taught	Auxiliary Spaces*	Year Constructed	# Acres in Site
		High School	Elementary				
Poq. Comb.	928	599	250	6-12	L,A,G,C	1933,47,50, 63, 70	18.0
Poq. Elem.	690		662	1-5	L,CT,3M	1955,57, 60	17.0

*Legend - L-Library; C-Cafeteria; G-Gymnasium; A-Auditorium; CT-Cafetorium; GT-Gymnatorium; MP-Multipurpose; M-Mobile Units

Table VI

This practitioner felt that it was necessary to expand on some of the data that the Building Needs Survey team had compiled, thus, the average daily membership table (Table V) was extended and broken down into grade level distribution that would be in keeping with the recommendations of the committee that will be reviewed in the next section. This information was very helpful in conveying the idea of needed space to the citizens of the community.

AVERAGE DAILY MEMBERSHIP
1973-74 - 1974-75 (ACTUAL)
SESSIONS 1973-74 - 1981-82 (ESTIMATED)

	Average Daily Membership				
Year	K-4	5-8	9-12	Total	Bldg. Capacity
1973-74	623	617	497	1,737	1,640
1974-75	615	643	551	1,809	1,640
1975-76	645	701	589	1,935	1,640
1976-77	677	763	630	2,070	2,490
1977-78	711	830	674	2,215	2,490
1978-79	746	903	721	2,370	2,490
1979-80	782	983	771	2,536	2,490
1980-81	821	1,071	825	2,717	2,490
1981-82	860	1,167	882	2,909	2,490

Table VII

Value of Survey Team

It is always difficult for a committee that is outside a situation to be sure that it is making the best recommendations for the people who are in the situation. There are many factors in every community that should be considered. Some of these factors may be overlooked by a visiting committee, or there may be psychological factors that the committee cannot observe or fully comprehend, while other factors may

be considered more or less important by the committee than by the local people. A visiting committee is in the position, however, to make a detached and objective analysis of local problems and to make recommendations which it believes to be in the best interest of the children affected.

To supplement the findings received from outside sources, the school board and the superintendent, at all stages of the planning process sought the advice of the school personnel and community representatives. By consolidating the best thinking that was brought to the task it was possible to develop a master plan for education that would reflect the educational aspirations of the Poquoson community.

On the basis of an assessment of the information gained from conferring with local school officials, inspecting all school plants, and studying related data, the committee submitted the following RECOMMENDATIONS:

1. *That provisions be made for establishing a regular kindergarten program for all five-year-old children as soon as possible.*

One of the Standards of Quality enacted into law by the General Assembly at its 1972 session provides that:

> "Each school division that does not provide a kindergarten program shall by the end of the 1972-74 biennium develop a plan to provide such a program, and shall state in the plan a date acceptable to the Board of Education on which the kindergarten will be implemented."

In order to clarify the intent of acceptable dates, the State Board of Education adopted the following policy on June 23, 1972:

> "In view of the importance of providing kindergarten education throughout the state, school divisions should begin planning promptly for the inauguration of this program by September 1974. In exceptional circumstances and for justifiable reasons, the Board of Education may consider September 1976 as the latest acceptable date for the inauguration of kindergarten education."

The impact of these two actions as well as the increasing recognition of the importance of early childhood education by both parents and educators, suggests that the Town of Poquoson should move promptly to provide kindergarten opportunities for all its five-year-old children. The committee believed that space to house kindergarten classes would be available if the recommendations in this report were accepted.

2. *That a Special Education program for the handicapped be expanded.*

A Standard of Quality provides that:

> "Each school division shall identify exceptional children including the gifted, by diagnostic procedures and shall develop a plan acceptable to the Board of Education to provide appropriate educational opportunities for them. Such opportunities may be provided through local programs, regional cooperative programs, or tuition-assistance for handicapped children where no public school program is available."

Legislation related to Special Education passed by the General Assembly was used by the school division to emphasize the need for more space. Particular attention was called to Section 22-9.1:03 of the Code of Virginia which states:

> "Each school division shall make a comprehensive survey of the educational needs of handicapped children as defined in Section 22-9.1:03 within its jurisdiction and shall prepare and submit to the Board of Education on or before July one, nineteen hundred seventy-three a plan for proper education and training of all handicapped children in its jurisdiction in accordance with the rules and regulations of the Board of Education. Each school division shall submit thereafter an annual report to the Board of Education indicating the extent to which the plan has been implemented and a plan for the year following."

The exact number of classrooms needed for Special Education must be determined after pupils requiring this training have been identified and suitable programs have been developed for them. However, if the recommendations in this report were accepted, the committee believed adequate space would be available for Special Education.

3. *That provisions be made for an adequate Vocational Education program.*

One of the Stanards of Quality provides:

> "Each school division shall provide, either within the division or on a regional basis, training for employment by students planning to enter the world of work, or it shall develop a plan acceptable to the Board of Education by June thirty, nineteen hundred seventy-three to provide such training."

The present vocational education program in the Poquoson High School was limited and facilities to increase the offering were not available. There was a great need to expand the vocational program since a large percentage, approximately 60%, of the high school graduates enter the world of work. However, the small high school

enrollment in the town made it very expensive to provide a vocational program to meet all the needs of pupils for this type of training. The committee believed that the local program should be expanded to include five or six of the most needed areas of training and also continue to participate in the regional vocational program for areas of training that were not feasible locally. To determine the areas of training that would be provided locally, local school authorities received assistance from the Division of Vocational Education of the State Department of Education.

4. *That a new high school be constructed for all pupils in grades 9 - 12 on a desirable site near the "old" Poquoson High School.*

Poquoson High School was constructed in 1933 on an 18-acre site. Several additions have been made to the school, the latest was completed in 1970. The school is in relatively good condition, but the building is deficient in facilities for vocational education, physical education, special education, music, and art. However, with some alterations, especially in the oldest part of the building, the school would provide reasonably adequate facilities for a quality program for middle school pupils for several years.

The committee recommended that a new high school for all pupils in grades 9-12 be built on a desirable site as near as

possible to the "old" Poquoson High School. The new school should include those necessary facilities for a quality educational program for high school pupils. It should be of adequate size to allow for some increase in enrollment since all available information indicates that the population in Poquoson will increase for several years at a rather rapid rate. If the new school is located near the present high school, joint use could be made of certain facilities, including the athletic field.

5. *That the Poquoson High School be converted to a middle school for all pupils in grades 5 - 8.*

Poquoson High School is in relatively good condition but as previously stated, has a number of deficiencies in the plant that prevent it from being a desirable high school facility. To upgrade the facility completely for a quality high school program would be very expensive. It appeared to the committee that minor renovation of the oldest part of the building, a few alterations in other areas of the building, would make this facility quite satisfactory for a flexible and quality middle school program.

6. *That Poquoson Elementary School be used to house all pupils in grades K - 4.*

Poquoson Elementary School is in good condition and has been well-maintained. The building is well designed for a primary school even though some minor alterations may be necessary to meet the physical and educational needs of younger children.

7. *That new office facilities be provided for the superintendent and his staff.*

The offices that were being used by the central office personnel were inadequate and made the performance of administrative duties difficult, inefficient, and awkward. The facilities - a small frame building and offices in the high school, preclude administering and supervising the school system in a productive manner. A new facility to house all central office personnel with space for storage of small quantities of supplies and equipment was sorely needed. It was provided as an out-growth of this study.

8. *That provisions be made to provide a central storage and work area for the school maintenance personnel.*

Well-managed school divisions have found that it has proven to be a sound investment to provide school maintenance personnel with a central storage facility for supplies and equipment and a shop or work area where maintenance and repair work can be done. These school divisions have found that the investment required to provide such facilities saves money in the future. Such a facility was needed in Poquoson. It was provided by revenue sharing funds.

9. *That consideration be given to providing a central school bus maintenance garage.*

As a general rule it is more economical for a school board to operate its own central school bus maintenance garage when the fleet consists of ten or more buses. Centralized purchasing of

gasoline, oil, tires and parts can result in substantial reductions in cost. Greater control, more adequate supervision, and greater flexibility in the use of equipment is possible when the school board operates its own bus maintenance garage. Bus maintenance personnel should be qualified to inspect vehicles which would mean saving time and money for the local school board. All of this was provided and helped in the overall goal of updating schools.

10. *That consideration should be given to the following:*

    a. Providing more all-weather paved areas at all schools, especially at the elementary level;

    b. Providing paved, well-defined driveways and parking areas at all schools; and

    c. Improving the appearance of all school site.

The committee did not attempt in its study of school building needs in the Town of Poquoson to make a detailed study of the precise number of classrooms or building capacities that would be required in its recommendations. It was the intent and purpose of the committee to suggest an overall building program that would provide facilities for a quality program of education. The specifics of the building program should be developed by local school authorities with the assistance of their architect and the School Building Service of the State Department of Education.

Funding Plan Conceptualized

Having a firm conviction that the State Department of Education's Building Needs Survey team had provided good guidance and recommendations,

the school board was unanimous in their feeling that a new building was necessary and the best solution to our population growth problem. However, the board also realized that it would be a tremendous undertaking to sell the individual members of council and the citizens of the community on the idea of raising the necessary money for the construction of a new high school for grades 9 - 12. The board and this practitioner undertook to solve this problem of building enough community support for this project so that raising the necessary money would be a reality.

With Nova University's assistance, a PERT chart was designed to carry out this procedure.[1] Since time was an essence, it was deemed necessary to engage the professional advice and assistance of an architectural firm. The superintendent and the school board, equipped with the data from the membership projections and the recommendations of the Building Needs Survey team, sold the idea of securing the professional services of a qualified architectural firm to assist in making cost estimates for a facility that would house an educational program to be planned by the professional staff and the community. After interviewing and hearing representatives from five architectural firms that had been recommended to us by the State Building Division of the State Department of Education and neighboring school divisions, the school board selected the architectural firm of Rancorn, Wildman, and Krause to do planning, projections, cost estimates, and preliminary design work. The necessary

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[1] Appendix 1.

approval for this service was secured from the school board in February 1974. The city council passed a resolution to provide $65,000 for this preliminary work.

Educational Schematic Specifications

One of the first steps in implementing the program developed by the survey team was to arrange the necessary educational planning. This was done largely by the school staff and the practitioner with the assistance of the educational consultants from the State Department of Education. The superintendent called several planning sessions of the principals, department chairmen, key teaching personnel, and the director of instruction to make preliminary recommendations on the type of educational programs that would be appropriate for the City of Poquoson. During these planning sessions and through some consultation with the architectural firm which had been engaged, it was decided that one of the ways that community support could be obtained for the overall project was to include the community in the planning from the very beginning.

The Poquoson Charrette:

This practitioner had had some past experience in a process known as "Charrette," and the architectural firm of Rancorn, Wildman, and Krause had also had experience in this technique. The professional literature was searched and it was found that an experiment in planning an urban high school in Baltimore City was started with what was known as the Baltimore Charette. The Baltimore Charette report indicated that a Charette was a final intensive effort to finish a project, particularly

an architectural project.[2]

However, the Poquoson Charrette* was not quite this definition. It was not the final, but the opening, intensive effort to involve the community, politicians, architects, and professional educators in the design of a school building.

It was realized that the bringing together of the citizens of the community, architects, staff members, and the various political agencies involved in school planning in an intensive one or two day "brain-storming" session, to establish the basic program, spirit, an preliminary design for this school, was not a substitute for the long professional planning that was necessary for a superior school building; however, it did in this situation, provide basic inputs for design and it did permit the various elements in the community, parents, teachers, and students, to have considerable positive influence on the design of the building that was finally approved.

A school building is, however, a thing and not a process. The process is valuable only as it reflects itself in a finished school building. The jury will still be out on the ultimate value of the new Poquoson High School Charrette until the new high school is completed and becomes a living organism through the implementation of its educational program.

On March 6, 1974, an invitation to participate in the preliminary planning of a proposed high school facility was mailed from the division

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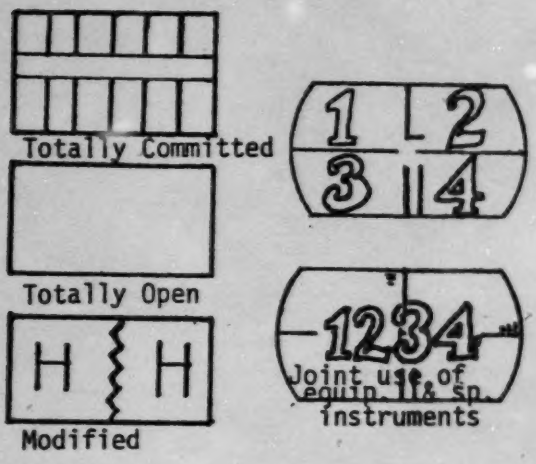
[2]Sherwood D. Kohn, Experiment in Planning an Urban High School: The Baltimore Charette, (Xerox Univ. Microfilms, Ann Arbor, Mich.) p. 7.

*The spelling of the word is unique to both school systems.

superintendent's office to approximately forty key individuals in the community and the school system. It was decided to divide the larger group into four small groups and each small group was to have a representative from the architectural firm, one or more members of city council, one or more members of the school board, one or more adult citizens, one or more staff members, and one or more students involved. It was decided to start the planning session at 9 a.m., to break at lunch, and then to reconvene at 1:30 p.m. and continue until 4:30 p.m. This was a full-day work session; it was carried out with much success and many innovative suggestions were presented by citizens, students, and staff members, and they were faithfully recorded. A report of the Charrette which was conducted on March 11, 1974, was published on March 14, 1974, and distributed throughout the community. This report carried general information concerning the nature of the Poquoson High School Charrette and the composition of the committees, as well as a statement to the affect that the only constraint placed on these groups was a time limit. The committees were advised to return with utopian ideas without regard to finances. It was understood that with this type of approach we would be able to then glean the innovative ideas and put a cost factor on them. It would be very valuable in selling the idea to the community that money was necessary in order to construct this much-needed high school.

The Charrette session and the Charrette Report gave the superintendent, professional staff, and the architects valuable information

concerning the desired character of a school building. This information was not only valuable from the standpoint of making the educational schematic specifications, but also for the architectural planning that would take place in the architect's office. The report carried interesting information concerning the character of the school building, and was illustrated in such a way that it was easy reading for a lay-person in the community.



CHARRETTE INFORMATION:

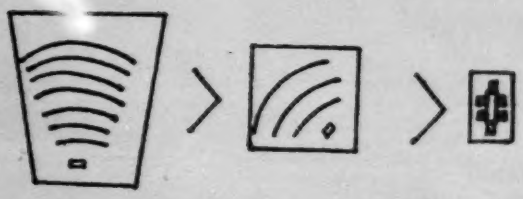
Character of the Interior Spaces

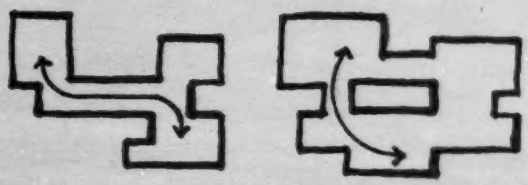
The school should plan to have both "open" and "closed" spaces. Students, teachers, and programs respond differently to different environments. So, there should be methods of <u>changing</u> the nature of the environment.

A <u>variety</u> of spaces are needed from large assembly rooms to "super small spaces."

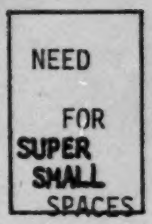
Perhaps there should be <u>no fixed</u> rooms or storage.

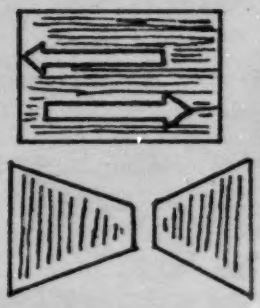
"Let's have movable walls."



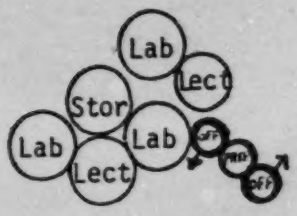


Corridors need not be dark and narrow they can be used for display. They can be meeting spaces.

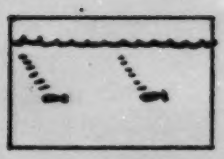




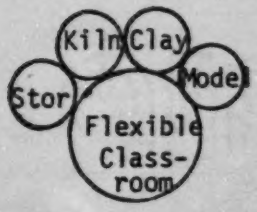
They shouldn't be linear. It would be better if they would return to shorten circulation time.



Science needs 4 labs and a greenhouse. (3 labs would be sufficient if lecture rooms are introduced into the area.) Offices, prep. rooms, storage and individual work stations (for advanced students) are needed. They could be placed between the lecture/lab. rooms.

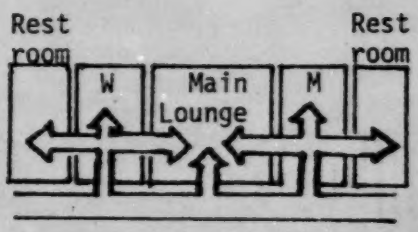


"Emphasis should be placed on POQUOSON'S ecological environment." "We should have a built-in salt water aquarium."



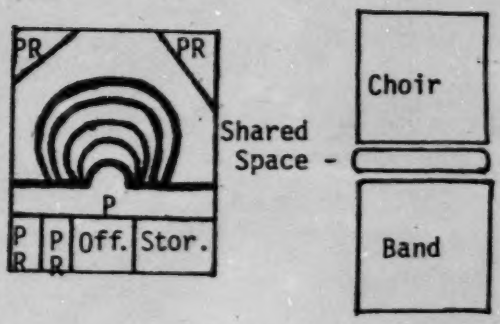
Art needs both <u>flexible</u> space and <u>committed</u> space (i.e. photography, ceramics, printing, and clay modeling.)

Maintenance failities should be <u>decentralized</u>. Each department should have at least one janitor's closet.

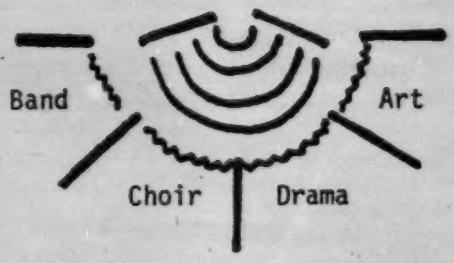


"The teachers' lounge should be a place to relax." It could retain some segregated space ("we're not that liberated!") but a "common" space should be provided for social and professional interaction.

"Smoking" and "non-smoking" areas could be considered.

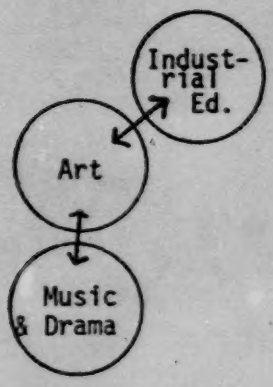


A room should be specifically designed for choral music and another for band music.
They should have carpeted, semi-circular risers, practice rooms, separate offices, storage (for instruments and music), and dressing (or robing) rooms.

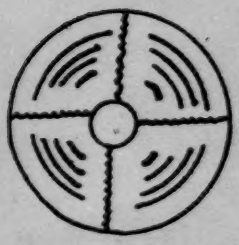


Music (band and choral) should be near the auditorium. Drama should also be near by.

The surrounding rooms could open onto the auditorium.

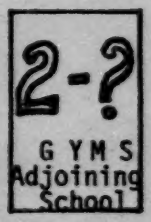


Art and industrial education relate to the auditorium functions since these departments are involved with "stage-craft." Likewise, art is related to drama.

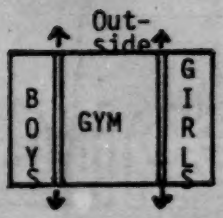


The <u>combined use</u> of a cafeteria and an auditorium is <u>not desirable</u>. The auditorium should be used for lectures and performing arts only.

The auditorium should be thought of as a community resource. It should be accessible both from the school and from the outside.



Should there be two gyms, one for boys and one for girls?



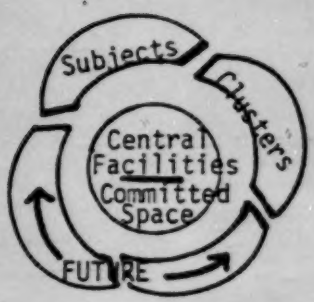
The gym, like the auditorium should be a <u>community resource</u> and be accessible from the outside.

"Could it have an indoor track?"

"Interscholastic sports are, and will continue to be, an important aspect of the physical education program in POQUOSON."

The sports fields, gym, natatorium, and their auxiliary facilities, should be zoned and constructed in such a way as to be independent of the school for community use.

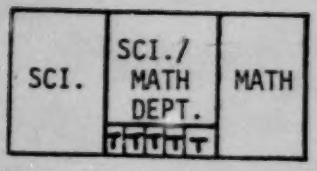
The girls' physical education should be expanded to include gymnastics and swimming sports.



"More emphasis should be placed on commercial arts and crafts because few students go on into fine arts."

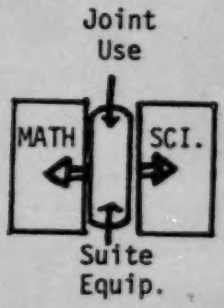
Industrial education should have general multi-use shops. Expansion should be anticipated.

Home Economics should place more emphasis on "human ecology" and various occupational offerings.

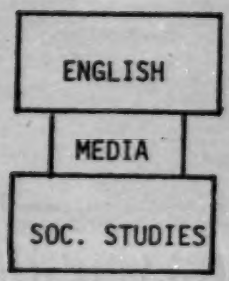


Home Economics should have food labs and child care facilities.

"Teachers need offices, if only a space within a large office."

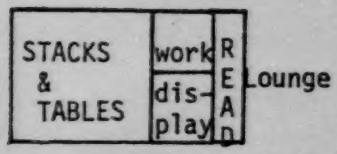


Specialized resources, such as film strips, tapes, and books, could be stored in the departmental offices. This would relieve storage problems in the library, make the resouce more readily available to the departmental staff, and, in the event that another discipline wishes to use a certain resource, there will be advice available regarding the content, scope, and relevance of the material.



Math and science, English and social studies, art and industrial education, and the performing arts, are all related to each other, functionally. Each of these

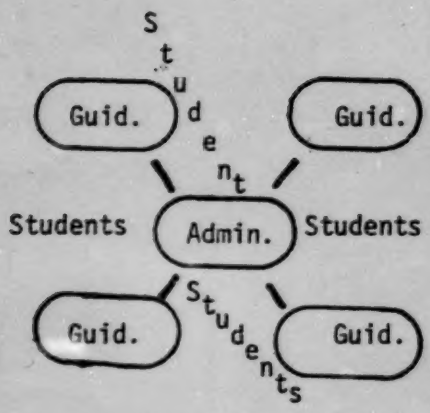
departments are, in turn, related to the media center. (Media center = expanded library).



"The media center should be flexible."

"It should contain a variety of spaces and functions."

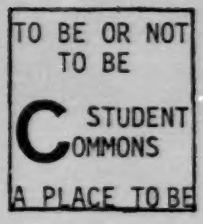
"The language lab could be a function of the media center."



"Guidance," should be separated from the "office" because of the bad connotation of "going to the office." Guidance should be located where the students are.

Student records should be located in the guidance office since they use them most.

"School should be a more enjoyable place." "People finish their lunch and get out of the cafeteria because it's such a 'bad' place." "There should be some place 'nice' to go after lunch."



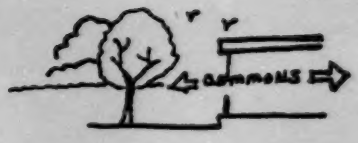
Students need a "place to be" when they arrive at school, before and after lunch, and before departing school.

A "student commons" should relate to the outdoors.

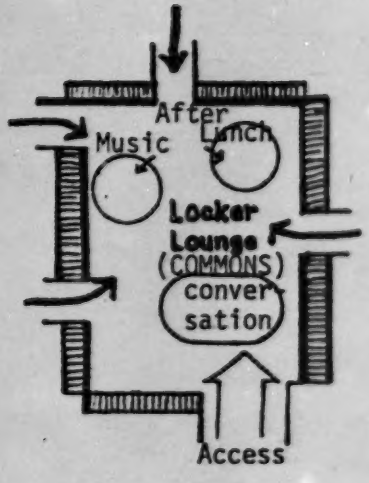
A "student commons" could serve as a cafeteria.

A "student commons" could serve as a studyhall.

A "student commons" could serve as a "locker lounge."



Lockers, coin-operated machines, food service, study carrels, record or tape players, lounge furniture, and rest rooms can be put into the "commons."



"Lockers should be centralized to:

- organize the activity
- localize the noise and confusion."

"We should zone noisy areas away from classrooms." "Both inside and outside." Entry into the school could be through a "commons" area. It could be centrally located.

Character of the Building

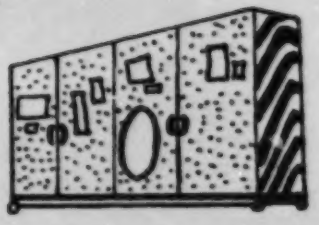
Windows can bring in light and beauty but they can also bring in distractions.

Windows could be placed in such a way so as to permit vision and light while preventing distractions. For example, window heights that permit vision to standing students but prevent vision to seated students.

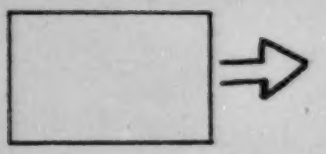
"The problem with our windows is the street." The main road passes within 50 ft. of half the classrooms.

Skylights sometimes leak but they can be effective sources of natural light. "They're difficult to darken, though, and that might restrict a classroom's flexibility."

"Windows are safe in Poquoson."



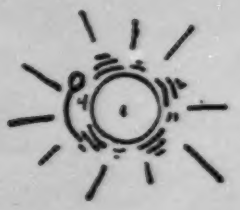
Storage units for the classrooms should be flexible and mobile. (e.g. used for space dividers, tack boards, storage, projection screens, etc.)



There should be no fixed seats (except in the auditorium). Fixed seats inhibit flexibility! They're also difficult to clean around.

Demountable partitions and operable walls should be considered.

"Better" (electrical) power distribution is imperative!"



An alternative to "the bell" should be found. A buzzer or a musical tone would be better.

Provisions for covered walks and a covered bus staging area are needed.

"Different (less traditional?) colors could be considered for chalk and tack boards."

Magnetic bulletin boards are nice but the magnets "mysteriously" disappear. Tacks and push-pins are sharp and very uncomfortable to sit on. But they don't disappear.

Equipped with this data from the Charrette report and preliminary figures on enrollment projections, committee meetings were established involving the high school department chairpersons, the director of instruction, the high school principal, assistant principal, and a guidance person to begin working on an educational schematic for the new facility. A close look was taken at the present educational offerings of the high school, and suggestions were received concerning what would be desirable in a new educational facility. This information was combined with information received from other reports and committee meetings, and the first Educational Schematic Specifications report was published on April 2, 1974, and presented to the school board during their regular April meeting. The report was divided into four sections: (1) Enrollment, Subject Offerings, and Pupil Distribution Schedule, (2) Teaching Station Projection Report, (3) Teaching Station - Related Auxiliary, Service Facilities Schedule, (4) and Estimated Cost Schedule.

Information for the first section was a derivative of the Virginia State Department of Education's Educational Data Form SPM-1. It provided the number of class sections required per subject, determined from that subject's projected portion of the estimated design enrollment, together with the desired class size.

The second section of the report was a reproduction of the State Department of Education's Program Data Form SPM-2, which gave valuable information on the number of sections per various subjects to determine the number of spaces required using a six-period day.

The third section carried information derived from the State Department of Education's Program Data Form SPM-3 and SPM-4. It gave information about the various square foot areas generated by the quantities of the different spaces at their respective unit areas. The fourth, and final section, dealt with the all-important cost schedule. This schedule was based on (1) the building area evolved from the above listed schedules and forms, and (2) a budget range of estimated unit costs.

This was very valuable information and was very useful in sessions with the city council, during public hearings, and for personal appearances before civic groups. It was necessary during the time of this practicum effort to revise this specifications report on two occasions. The major reason for the revisions was that the first report included estimated cost schedules based on area, number of pupils to be provided for, site development, and the provision for utility service that projected an overall cost estimate of $3,589,500. This report also carried valuable tabulations of state averages for construction costs for school buildings during the school years 1968-69 through and including 1972-73. Data was also included in the report that showed the state average cost per square foot for high schools from the year 1962-63 through and including 1972-73. This indicated an increase from approximately $12 per square foot in 1962-63 to a projected cost per square foot of $30 in 1973. This table was also included to show the cost of construction for recently completely high schools in the State of Virginia. This report was very valuable in focusing the individual

attention of school board members and council members on the number of dollars needed for a school building program. This report was presented to the school board and members of town council in work sessions, and a great deal of opposition was presented by members of council concerning the cost. It was felt that the council could not or would not exceed a total of $3,000,000 for any type of building program for the school system. Again, the idea surfaced for renovating our present facility and adding onto one of the schools rather than building a new facility. During the time of the practicum the educational schematic and cost estimates were revised on two occasions. The second report was completed and published on July 17, 1974, and the third and final report was published on November 26, 1974. These revisions were stimulated by board and community opinion. Copy of the final revision may be found as Appendix 3.

Obtaining Community Support

Educational Assessment Questionnaire:

Equipped with this new insight about the amount of money that might be available, and since individual members of council had brought up the issue of renovating our present facilities, we decided at this point to implement a step that we had previously included in our planning known as an educational assessment questionnaire. This process may have been completed a little later in our effort to gain community support, however, since the opposition had surfaced it seemed an appropriate time to prepare a survey questionnaire for distribution to every householder in the

community. A doctoral graduate student from the College of William and Mary, Williamsburg, Virginia, was doing an internship in our central office, and we enlisted his assistance in developing the assessment questionnaire. We first developed approximately thirty questions to use for gathering opinions. After a planning session with the school board and the city council, this list of questions was revised and formalized into sixteen questions which would provide us with data on how individual members of the community felt about our effort. This questionnaire was designed in the form of a newsletter,[3] and utilizing the mailing list which had been prepared in an earlier Nova practicum, was mailed to approximately 1,700 citizens of the community. This questionnaire stimulated a great deal of discussion in the community, much of which was supportive of a new school building, and some was against the project. However, it was the feeling of all concerned that this discussion and interest in the project was good since the community was beginning to become aware that something was taking place. When the opinion questionnaires began to return to the school board office, a great deal of opposition came forth in the early stages of the assessment. However, as later questionnaires were returned, the support for the idea of funding a new high school seemed to increase. A report on the assessment was published in July 1974 and was presented to the school board and town council members. Distribution of the information was also made through the local newspaper and in public hearings, PTA meetings, and

[3]Appendix 4.

civic groups. Transparencies of the assessment summary and the graphs were made and utilized in public hearings. This data proved to be very valuable when used in this manner since it clearly showed support (See Appendix 5).

Public Hearings:

After we had revised the educational specifications for the second time, and had the published report in our hands on July 17, 1974, we decided to conduct our first public hearing on the evening of July 25, 1974. This public hearing along with others had been planned in the early stages of our planning as we realized that it would be necessary as soon as data was available to share with citizens of the community in order to illicit their support for the funding of our plans. Even though the final decision on the funding was to rest with the five members of city council, we realized that those five votes could be influenced by citizens of the community. A great deal of effort had been expended in the community in trying to get support from the circuit court to force us into a referendum situation. However, the charter for Poquoson did not provide for a referendum on this type of capital improvement, thus, the circuit court judge ruled that the final decision was the total responsibility of the five elected members of city council. The necessary arrangements were made with city council and school board members for the first public hearing, and advertising was prepared, indicating that the hearing would be conducted on the evening of July 25, 1974, in the old Poquoson High School auditorium.

It had been agreed that members of city council and school board would be on stage and available for questions of citizens of the community. The superintendent of schools and the city manager were also to be available to answer questions, and they were to be armed with data concerning certain aspects of the project. The superintendent was to handle those questions concerning the educational program and the building itself, and the city manager was to handle those questions concerning funding and the tax rate. Approximately one hundred citizens of the community attended the public hearing, and it appeared that the majority of those were opposed to the idea of funding a new high school. A great deal of information was presented and the meeting certainly served a useful purpose in getting the issues before the public, and interest was stimulated throughout the community. Newspaper coverage of the meeting gave a very good account of the proceedings and was very useful in generating interest among those citizens who failed to attend the public hearing - particularly those citizens who might be in agreement with the project, however, did not realize that there might be so much opposition. After this first public hearing it was agreed that we would conduct a second meeting sometime in August. The superintendent and school board members realized that much effort would be needed in order to promote the meeting through the local newspaper and an all-out effort should be made to assemble all of those citizens that would be interested in the issue of funding a new high school. Prior to the August 14, 1974, public hearing it was decided to have a joint meeting of city council and the school board to again

discuss the revised Educational Schematic Specifications, and to reenforce our position on the need for a new high school facility as opposed to the suggestion that we add on to our old building. In July the superintendent of schools had written to Mr. John P. Hamill, Supervisor of School Building, State Department of Education, and indicated to him that some of the citizens of the community were interested in proceeding with additions to the old facilities rather than undertaking the construction of a new high school. Mr. Hamill was asked to research the records of the State Department of Education and to give his opinion concerning the best procedure as far as adding space to the schools in the City of Poquoson. On August 13, 1974, a letter was received, addressed to the Superintendent of Schools, in response to that July 16th request. Mr. Hamill expressed a very valuable opinion. He said, "To do anything less than build a new school would be shortsighted, stop-gap action to save a few dollars without solving anything." He also expressed the opinion that building on to the elementary school would not remove the undesirable elementary grades from the high school, nor would it provide the necessary vocational facilities at the high school to improve their program. He went on to elaborate that the worse thing that a building-on program would do, was to commit the community to an educational organization that could not be broken away from because of the capacities of the buildings we would then have. Fortified with this written statement from an authority in the field, we were in the position to answer some of the critics of the new high school construction concept at the second public hearing.

The second public hearing was advertised and conducted on August 14, 1974, in the old Poquoson High School auditorium. A much larger audience was in attendance and a better cross-section of the community was represented. At least from the school board's point of view, this public hearing was much better represented since several supporters of a building program were present. Several teachers and other professional educators living in our community, but working in other school systems, were in attendance and were very helpful in presenting their professional opinions about the need for a new facility. This public hearing did much to turn the tide and to change the viewpoints of some of the "die-hard" opposition to the school construction program. At least it convinced the majority of council that the school board was on the right path and that we should proceed with planning and a closer look at school construction and bonding for such a construction. The newspaper follow-up on this second public hearing was also very helpful in again communicating with citizens about what had transpired at the public hearing.

Financial Planning

It was at this point in the practicum effort and after a great deal of discussion with the school board and the professional staff that it was again decided to revise the Educational Schematic Specifications with an attempt to bring the cost more in line with the $3,000,000 that council appeared willing to provide. While formulating the final educational schematic specifications and trying to win support for the financial plans, the architects had done a preliminary floor plan and it was ready

to be used with the presentation of the final revision of the Educational Schematic Specifications which was published on November 26, 1974. The estimated cost in this schematic called for $3,012,000 for the building, $25,000 for water supply and fire protection, $14,000 for connection to the sewer system, and $301,200 for site development, for a total estimated construction cost of $3,352,200. Armed with the latest information, this practitioner and the Poquoson school board again went before city council and presented our cause and requested that we be permitted to explore methods of funding which would provide approximately $3,500,000 for this school construction. The city council, meeting in session on Thursday, September 6, 1974, passed a resolution authorizing the school board to proceed with the necessary working drawings for the construction of the new high school in keeping with the Educational Schematic Specifications as revised on November 26, 1974, and to explore means of funding for the proposed facility at a maximum cost of $3,250,000.

Since the only objection to a school building program was concerning the availability of necessary funds, this practitioner and the school board constantly had as their overall objective in all of their planning, survey taking, and public hearings, the goal of getting the necessary approval for the implementation of a financial plan that would be prearranged.

This practitioner well-knew that the proper procedure in planning a program of school building improvement or construction was to determine first of all what improvements or buildings were needed. This had been done by analyzing the school program and projecting the school enrollment

to determine the needs, and by evaluating the existing facilities to determine how well they satisfied the needs. The recommendations that were then formulated to close the gap, and the cost of the recommended improvements was very essential. This really determined the amount of money that needed to be raised.

When the community was involved in the Charrette session, it was realized that a "utopian" point of view would be expressed especially on the part of pupils and faculty, but this practitioner realized that seldom are public schools planned in this idealistic manner with an expectation of full realization. It was understood, rather, that the expenditures would have to be fitted to real or seeming limitations on the amount of money available.

The nature of financial limitations which had to be considered in this building program were unique to our community and state. However, we understand that this is not unusual since funding will vary from state to state. In many states there are legal limitations on the amount of debt and on the tax rate. In our case, we are limited by law on the amount of money that can be secured through bonds and/or any other type of debt. A financial plan had to be undertaken with the city manager and legal counsel to determine what could be done about our debt limit. It was not enough to simply get approval from council for the money unless the necessary steps could be implemented to assure the locality of qualifying for available money for which they apply. Many school building survey reports include a section on finance, however, we did not include this in our effort because we were more concerned at

that point with determining needs regardless of the cost. Although financial estimates were made in the preliminary architectural planning and the educational schematics, a great deal of effort was extended on the part of the school board chairman and the superintendent to analyze data on ability and effort from information received from the state department of education and the Virginia Education Association.

This practitioner and members of the school board did not feel that it was our responsibility to work out the details on funding this building. This responsibility rested with council and the city manager; however, much time was expended in preparing data and comparing figures to convince opposition that the community could afford this building program. The bond attorney that had been engaged made the necessary computations to determine the constitutional limitations on the maximum indebtedness for the city, and it was his conclusion that the locality did not have sufficient assessed property values to sustain the additional indebtedness required for the school construction program. However, he did say that the community did have the power to increase their borrowing capacity by conducting an independent assessment of property in the community for purposes of community taxation and debt limits. This would have to be a complete assessment without reference to values determined by the County of York assessors. He also suggested that Poquoson could initiate and complete a reassessment program with relative ease by taking the York County land book when it became available, approximately Sept. 1,

and applying a different ratio or assessed value to their fair market value. Once such an assessment had been completed and made a matter of record, the community could sell school bonds under its enlarged debt service. He indicated that this program would have to be completed so that the community could sell the school bonds later in the year.

The procedure for reassessment was technical and tedious, however, it was carried out and completed prior to December 30, 1974. The bond attorney also indicated that although some tax increase may be necessary to pay for the debt service on the new school bond's, the major purpose of the reassessment is to change debt limit. The council should, therefore, see that the purpose and manner of the reassessments are given publicly within the community to minimize the chances that property owners will mistakenly believe that their taxes will be immediately increased by the same percentage as their assessed valuation.

This was a vital step in the planning for a new high school funding program, and it was carried out with the assistance of the city manager, city council, and the city attorney. However, much prodding and assistance had to be provided by members of the school board and this practitioner. The full memorandum from the bond attorney may be studied in the Appendices.[4]

The school board's plan for raising the necessary $3,250,000 in order to finance this high school building was to apply to the State of Virginia's literary fund for a $750,000 low interest loan, and to sell $2,500,000 in bonds through the Virginia School Authority. Preliminary work and applications had been made for these sources of funding by the superintendent during the Fall of 1974, thus, it was understood that if

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[4]Appendix 6.

approval by council could be obtained, the funding was much closer to a reality than it had been at any point in this effort. Even though we did not have an exact figure we had made application for the maximum on the low interest literary loan ($750,000) and we were open with the state treasurer for as much as $3,000,000 in bond sales.

Since the council had committed themselves to funding at a maximum of $3,250,000 work was then implemented to make this money available. Updated applications and figures were submitted to the Virginia Literary Fund and to the Virginia School Authority for available funds.

On Jan. 24, 1975, a letter was received from the officials of the State Literary Fund that Poquoson's application for $750,000 had been approved by the State Board of Education.

No formal application was needed at this point to get on the list for bond sales by the Virginia School Authority, but since the community had met all of the criteria for indebting themselves and had satisfied the requirements as set by Hunton, Williams, Gay, and Gibson (bonding attorneys) we requested that the state treasurer of Virginia place us on the list for $1,000,000 in bond sales. This procedure was undertaken in order to spread out the cash-flow for the building project rather than applying for all of the bond money on this particular sale. The superintendent of schools and the city manager were notified by our bonding attorney that we would be placed on the Virginia School Authority Bond Sale on February 5, 1975. These bonds were sold on the New York Bond Market at an interest rate of 5.53%. The council took a vote and passed a resolution to sell the bonds by a 4 - 1 vote. This practitioner

realized that this was a very critical vote in our design to implement a funding procedure, and we also realized at this point that council still could stop the construction of a new high school and insist that we renovate.

With $1,750,000 of the necessary funding assured at this point, the superintendent of schools and the school board members continued to work for public approval and support for a total package. However, they also realized that it was necessary to work with the architect and staff in order to get a refined school design and set of drawings for a school that could be constructed at a cost in keeping with what council was willing to provide. Many meetings during the next two months were conducted with the architect, professional staff of the school system, and staff members from the state department of education in order to provide a set of plans and specifications that could be advertised for bid on April 15, 1975. On April 15, 1975, we did advertise that the City of Poquoson School System would receive bids for the construction of a new Poquoson High School, and that bids would be opened on May 29, 1975. Since we had hit the construction market during a slump, there was much unemployment in the area, and a great many contractors without projects, things worked in our favor. Between the date of the advertising of the bids and the date of opening, we received seven firm bids from legitimate builders who were interested in our project. We were also told that more than fifty sub-contractors for work had received plans and were bidding through the prime contractors for this job. We realized that this type of competition would probably bring us the construction price that would be within the budget, thus, making it possible for us to secure the necessary funds for this building program.

On May 29, 1975, the school board and the interested contractors assembled in the board room for the opening of bids. Seven bids were received with the high bid of $2,661,550 and the low bid of $2,448,699. Within this range, the other five contractors fell. It was the decision of the school board at this meeting to accept the low bid of $2,448,699 from Endebrock-White, Inc. - another important hurdle was crossed. However, the most important decision of all remained to be made, and that was the presentation of these bids to city council for final approval. The school board felt at this time that it was necessary to have an additional $1,000,000 since council was only committed for $1,750,000. An additional $1,000,000 would build the building and provide the necessary funds for furniture and equipment in order to open the building in the summer of 1976. The all-important decision was to be made at a joint meeting of the school board and city council. Since the school board had already on June 3, 1975, agreed to accept the low bid of Endebrock-White providing the necessary funding would be approved by the city council. Work sessions were conducted by the school board and council to try to work out an agreement on the amount of additional bonding that would be necessary to complete the construction program. Council agreed informally that they would consider the matter at their regular meeting on June 24, 1975. During that meeting the city council approved the school board's action in accepting the low bid of Endebrock-White, and they authorized the city manager to apply for an additional $750,000 in bond money through the Virginia School Authority. They assured the school board that they would provide $250,000 from unappropriated surplus to equip and furnish the new building.

ARCHITECTURAL PLANNING

The most valuable thing which the school board bought by employing the architect was his creativity; his ability to comprehend a complex problem and then create an architectural solution that would satisfy, in an imaginative manner, the many and varied aesthetic, technical, functional, legal, and financial requirements of the community. This creativity did emerge during the cooperative involvement of the architect in the educational specifications phase of the planning.

The writing of the educational specifications which has been described earlier, could have been done by the educational planners alone and then presented to the architect. However, a better document was produced with the close cooperation of the architect during the preparation of the educational specifications. Having the architect present at the staff planning sessions made it possible for all concerned to discuss what the needs were in the building. This discussion contributed a great deal to the architects later understanding of the written educational specifications and how the educational plan would be implemented by a building.

The architectural planning of this project was interwoven throughout the practicum design. Very close cooperation was maintained between the architect, educational planners, and financial planners in order to produce a set of plans for a building that would fulfill the major needs of the school district. Several meetings were held between the architect, school board members, superintendent, and staff members where free and easy communication took place concerning the architect's transforming the educational specifications into an architectural design. This sort of

informal consultation made partners of the educational planners, community representative, and architect and provided a quality building plan within the range of the financial capacity of the city.

EVALUATION

It should be apparent from the practicum report that the major objectives of the practicum have been accomplished. The necessary funding and community support were achieved and the construction of a new high school to accommodate the growing population of the city is approximately 50% complete at this reporting.

The overall success of this effort can be attributed to the close planning and systematic approach toward the accomplishment of each sub-task while keeping that sub-task in proper perspective to the major goal of obtaining community approval for the financial support of the building program. Through the cooperation of the Nova University staff a PERT chart was designed as an addendum to the original practicum proposal and it was found to be the most valuable single item in the planning process. This technique made it possible to step back and view the overall plan and to see how each major and sub-task was to be interwoven into the implementation of the design. Each task required step-by-step planning and was addressed in a sequential order; however, much overlapping of effort was experienced in the project. It was found that many of the components of the educational plan were important and necessary to the architectural planning even before the educational schematic was completed. This was also true in several of the other tasks.

A major difficulty was experienced in this practicum since the central office administrative staff for the school system consists of the superintendent and the director of instruction. It was necessary many times for the superintendent to be working on a myriad of problems concerning the practicum while trying to meet the day to day operation of the school system. Any administrator attempting to emulate this effort would do well to attempt to get additional administrative assistance for school construction.

CONCLUSION

The literature in the school-plant field is extensive. In fact, it is so extensive that a systematic canvas of the literature would take many months of research. Twenty years ago approximately 10,000 titles on the subject were available through Indiana University, and many of these publications described existing conditions or procedures in certain limited geographical areas; often only one building, or a single school division. Standards and guidelines of various kinds are proposed, often in terms of specific dimensions or sizes of school divisions.

The many experiences of this practitioner in this practicum should be useful to any school administrator charged with a similar responsibility. This effort was unique to the small school division situated in an urban setting without the financial benefits of the larger surrounding urban areas. It was pointed out in the survey of needs that the need for additional space for school children was just as real as it was in the

larger urban areas. The major objective was to convince the community and those charged with the responsibility of raising funds to finance improvements that the need was real and worthy of their attention.

The backbone of the total effort was the Building Needs Survey conducted by an outside group of professionals that pointed out the need for buildings as well as showed what could be done with existing plants. Using this information as support for the effort the practitioner devised ways of drawing the community into the planning stages before too many major decisions were drawn. The use of the "Charrette" was very beneficial in this program and could be adapted to most any community situation.

With the input from the community, professionals, and council members it was possible to identify the problem of needed space as one belonging to the total community and not just the school administration.

In the beginning of the effort "funding" or "money" was the primary concern of the community. However, through the use of sound educational planning based on community desires this concern was changed to one for "quality educational program." Throughout the practicum effort the school board and superintendent stressed the principle that a school building should be planned in terms of the program that is most likely to be housed in it. By focusing attention on the educational needs and quality programs to meet those needs the whole issue of funding began to emerge into an attitude of "show us how to get the money through bonding and loans."

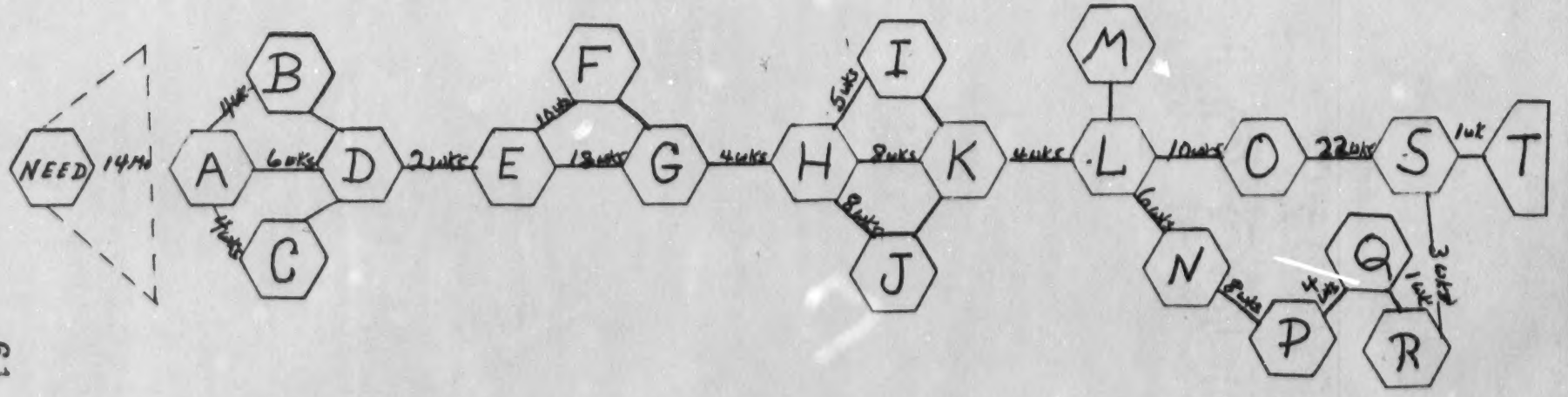
After doing the educational and architectural planning necessary to get sound cost estimates the issue centered on the effort to get the financial house in order so that the necessary funding could be secured

through available sources. Once this issue was settled with the bonding attorney and city council has taken the necessary action to restructure the taxing power the school board appeared to be over the finish line.

It should be obvious that this superintendent does not mean that the literature in the school-plant field is of no value. Quite the contrary is true; familiarity with what has been written is necessary for any effective school-plant work. Any practitioner undertaking a building program should be familiar with the finding of research, and should know well the literature with respect to pertinent principles and procedures which might apply in any situation. Beyond this, the literature should serve to stimulate thinking and to feed the imagination so that the administrator can devise solutions to his own problems. With this thought in mind it is believed that this practicum report can be adapted to any similar problem and be helpful.

APPENDIX

APPENDIX I



"PERT" Chart on New Poquoson High School Funding Project

MEANING OF SYMBOLS ON "PERT" CHART ON NEW POQUOSON HIGH SCHOOL FUNDING PROJECT

NEED - Through the use of a School Building Needs Survey in November 1972 the School Board determined that an apparent need for more space was paramount in the school system. The next fourteen months were spent in the searching of and buying of pieces of land in order to put together a 33.7197 acre tract that would be suitable for a new school if funding could be provided.

A...Secure permission of the School Board for engaging the architectural firm of Rancorn, Wildman, and Krause to do planning, projections, cost estimates, and preliminary design work - February 1974.

B...Involve community on needs and desires through the use of a "Charrette"session (brain-storming technique) - March 1974.

C...Committee meetings of high school department chairpersons and other professionals to determine educational needs and projections.

D...Prepare first draft of an Educational Schematic with input provided by community, professional staff, state department of education, and architect. This included a cost estimation.

E...Prepare and mail out questionnaire to secure information from taxpayers about funding and taxes to pay for a new school or additions to old schools - April 1974.

F...Review Educational Schematic with School Board members, State Department of Education, departments of the State Department of Education, local professionals, and staff.

G...Revise Educational Schematic using obtained input from community, state department, School Board, and professional staff - September 1974.

H...Secure approval of the School Board to proceed with preliminary design - September 1974.

I...Public Hearing with taxpaying public invited - answer questions, give projections, attempt to sell community of need for new school rather than a renovation of a 50-year old high school.

J...Work with Town Manager, Town Attorney, Town Council, and Bond Attorney to determine town's legal debt limit and make plans for a reassessment if needed in order to raise limit.

K...Secure permission to survey the possibility of loans that may be available and make preliminary applications for bonding and literary loans - November 1974.

L...Make application for Literary Loan and get on Public School Authority list for bond sales - December 1974 - Get approval of preliminary design.

M...Work with community groups and make presentations to civic clubs to combat negative opinions about funding and need for school - December 1974.

N...Complete working drawings with cost estimations more firm - submit for state approval - January 1975.

C...Attempt to go to bond market for first one million dollars.

P...Go to bid to get firm price - April 15, 1975.

Q...Open bids - May 29, 1975.

R...School Board meeting to approve bids - June 1976 - Joint meeting of the School Board and Town Council to work out an agreement on total funding of building.

S...Get Town Council to approve securing necessary money for construction and set limits for building and furniture - June 24, 1975.

T...Target - Award Building Contract - July 1, 1975.

MEMORANDUM

From: O. E. Ware, Division Superintendent

To: Members of School Board, Town Council, Invited Students, Invited Citizens and Designated Teachers

Subj: Invitation to Participate in Preliminary Planning of a Proposed High School Facility

Date: March 6, 1974

The architectural firm of Rancorn, Wildman, and Krause have been commissioned by the school board to design a high school plan which may be used to build a new high school in the Town of Poquoson. It is necessary that this plan be developed in a manner that an improved educational program may be permitted and encouraged. The school board of the Town of Poquoson intends for this plan to meet our present needs and educational needs of the future. One of the promised activities in the preliminary procedure is to conduct a "brain storming" session (Charrette) to explore new ideas you may have for the design of this facility.

The "brain storming" session will be held on Monday, March 11, 1974, at the present Poquoson High School. We are planning to start at 9:30 a.m., break at noon, reconvene at 1:30 p.m., and finish by 4:30 p.m. A cordial invitation is extended to you to attend this Charrette on this day. I would appreciate your calling my secretary, Mrs. Sandy Blinco, at 868-6666, and informing her that you plan to be present.

It is very important that the participants of this workshop represent the thinking of our entire community. Consequently, it is hoped that you will be able to contribute to quality education by accepting this invitation.

APPENDIX 2

TOWN OF POQUOSON PUBLIC SCHOOLS

P. O. DRAWER 2068

POQUOSON, VIRGINIA 23662

GROUP I - ROOM 110

Architectural Rep. Mr. William Monroe
Mr. Joseph Bunting, Mayor
Mr. P. R. Moore, Jr.
Mr. Robert Insley
Miss Sharon Austin
Mrs. Sandra Clark
Mr. Thomas Fay
Mr. Wayne White, Chairman
Mrs. Frances Ferguson
Mr. Norris Thomas
Mr. O. E. Ware

GROUP II - ROOM 120

Architectural Rep. Mr. Brian Care
Mr. W. Eugene Hunt
Mr. Henry Forrest
Mr. Vincent Ruark
Mr. Jim Commines
Mrs. Barbara Eresmi, Chairman
Mrs. Mary Edwards
Mr. Glen Ormsby

GROUP III - ROOM 122

Architectural Rep. Mr. Walter W. Wildman
Mr. Howard Evans
Miss Jody Henley
Mr. Olen Evans
Mrs. Barbara Keech, Chairman
Mrs. Nannie Freeman
Mrs. Frances Potts
Mrs. Thelma Smith

GROUP IV - ROOM 226

Architectural Rep. Mr. John Mouring
Mr. Herman T. Forrest
Dr. John F. Hunt, III
Mr. Charles W. Sibbers
Mrs. Marie Himelright
Mr. Robert Belknap
Mrs. Merle Dryden
Mrs. Juanita Piggott
Mr. Robert Deuiel, Chairman

RANCORN · WILDMAN · KRAUSE

ARCHITECTS AND CITY PLANNING CONSULTANTS
1310 TODDS LANE · HAMPTON, VIRGINIA · PHONE 826-3030

REPLY: P. O. BOX 1817 NEWPORT NEWS, VIRGINIA 23601

November 26, 1974

Mr. O. E. Ware
Division Superintendent
Town of Poquoson Schools
P. O. Drawer 2068
Poquoson, Virginia 23662

Re: 74-12 Poquoson High School

Dear Mr. Ware:

We are transmitting ten (10) copies of the third draft, of the Educational Schematic Specification. This is a formalization of the revisions made in our meetings with you and your staff and the School Board and the basis of the approved schematic floor plan.

The preliminary plan is nearing completion and will be submitted to the Virginia State Department of Education soon.

Thank you for your continuing assistance in this program.

Sincerely yours,

RANCORN, WILDMAN AND KRAUSE

William C. Monroe

William C. Monroe, A.I.A.

WCM/dgm
Enclosures

APPENDIX 3

TOWN OF POQUOSON PUBLIC SCHOOLS

THE SCHOOL BOARD

Mr. Charles W. Sibbers, Chairman

Mr. Howard Evans, Vice Chairman

Mrs. Leone R. Edgerton

Dr. John F. Hunt, III

Mr. W. Eugene Hunt

Mrs. Colleen P. Dryden, Clerk

Mrs. Sandra Blinco, Deputy Clerk

Mr. O. E. Ware
Superintendent

Mrs. Anne Sager
Director of Instruction

CONTENTS

ENROLLMENT, SUBJECT OFFERING, AND PUPIL DISTRIBUTION SCHEDULE

This Schedule is a derivative of the Virginia State Department of Education Educational Program Data Form SPM-1. It provides the number of class sections required per subject, determined from that subject's projected portion of the estimated design enrollment, together with the desired class size.

TEACHING STATION PROJECTION FORM SPM-2

This two-page form uses the number of sections per various subjects to determine the number of spaces required using a six-period day.

TEACHING STATION - RELATED, AUXILIARY, SERVICE FACILITIES SCHEDULE

This Schedule is derived from Forms SPM-3 and SPM-4; produces the various square foot areas generated by the quantities of the different spaces at their respective unit areas.

ESTIMATED COST SCHEDULE

This Schedule is based on (1) the building area evolved from the above-listed Schedules and Forms, and (2) a budget range of estimated unit costs.

April 2, 1974
Rev. July 17, 1974
Rev. Nov. 26, 1974

PROPOSED NEW POQUOSON HIGH SCHOOL

EDUCATIONAL SCHEMATIC SPECIFICATIONS

650-Pupil Enrollment/Subject Offering/Pupil Distribution

		Daily Pupils	Average Class Size	No. Sections
ENGLISH (E)				
2 *	Ninth Grade	175	25	7
3	Tenth	155	25	6
4	Eleventh	160	25	6
5	Twelfth	155	25	6
7	Public Speaking	18	18	1
8	Dramatic Art	18	18	1
9	Remedial Reading	50	25	2
	Sub-Total	731		29
MATHEMATICS (M)				
1	Honors Math	29	29	1
2	General (Ninth Grade)	100	25	4
3	Algebra "One"	105	26	4
4	Algebra "Two"	75	25	3
5	Geometry	100	25	4
7	Trigonometry	50	25	2
	Sub-Total	459		18
SOCIAL STUDIES (SS)				
1	Current Affairs	50	25	2
2	Sociology	50	25	2
3	History & Geography	175	25	7
4	Va., U. S. History	160	27	6
5	Va., U. S. Government	155	26	6
7	Consumer Economics	50	25	2
	Sub-Total	640		25
FOREIGN LANGUAGES (FL)				
3	French	125	25	5
5	Spanish	155	26	6
	Sub-Total	280		11

* Line Numbers correspond to key numbers indicated on School Building Service Form SPM-2

SCIENCE (S)

2	Earth Science (9th)	150	25	6
3	Biology	100	25	4
4	Chemistry	75	25	3
5	Physics	20	20	1
6	Advanced Science	20	20	1
	Sub-Total	365		15

ART (A)

A.	Laboratory	120	20	6
1	Jornalism	25	25	1
	Sub-Total	145		7

MUSIC (MU) *

1a	Marching Band	90	90	1
1b	Stage Band	20	20	1
2	Choral	125	25	5
	Sub-Total	235		7

HOME ECONOMICS (HE)

1	Home Economics	96	16	6
	Sub-Total	96		6

BUSINESS (B)

1	General and Bookkeeping	60	30	2
2	Beginning Typewriting	70	35	2
3	Stenographic, Secretarial and Related Occupations (30)	60	24	4
4	Typing & Related Occupations (50)	100	25	4
	Sub-Total	290		12

INDUSTRIAL ARTS (IA)

1	Special Education	18	18	1
2	Modern Technology	20	20	1
3	World of Construction	20	20	1
4	World of Manufacturing	20	20	1
	Sub-Total	78		4

* Provide band practice room separate from choral practice room. Practice rooms utilization to range from partial daily sections to full assembly.

DAY TRADES (DT)				
4	Industrial Coop. Training	30	30	1
	Sub-Total			
PHYSICAL EDUCATION				
2	Health, Boys	208	35	6 (2 days/wk)
3	Health, Girls	208	35	6 (2 days/wk)
	Sub-Total	416		12
2 & 3	Physical Education	416	20.8 Boys	6
			20.8 Girls	6
	Sub-Total	416		6
DISTRIBUTIVE EDUCATION (DE)				
1	Distributive Education (One Section per grade 10, 11, 12)	45	15	3
	Sub-Total	45		3
VOCATIONAL EDUCATION (VE)				
1	Power Mechanics (40)	80	20	4
2	Electrical Repair (18)	36	18	2
	Sub-Total	116		6

Third Draft

HIGH SCHOOL

TEACHING STATION PROJECTION FORM

VIRGINIA STATE DEPARTMENT OF EDUCATION

FOR OPTIONAL USE BY DIVISION SUPERINTENDENT OR ARCHITECTS

SCHOOL BLDG. SERVICE
FORM SPM-2

DATE November 26, 1974

SCHOOL Poquoson High School INVENTORY INDEX NO. _____ Town of ~~COUNTY~~ Poquoson

USE THIS FORM TO TRANSFER EACH CLASS SECTION ON FORM SPM-1 TO AN APPROPRIATE TEACHING STATION

	Home Room Stations	DAILY PERIODS 1	2	3	4	5	6	Instr. Pupil Stations	TYPE OF TEACHING STATION (Classroom, shop, gymnasium, etc.) NEW	✓	EXISTING or REMODELLED	✓
1		E2	→	→	→	→	→		English			
2		E2	E9	→	E7	E8			"			
3		E3	→	→	→	→	→		"			
4		E4	→	→	→	→	→		"			
5		E5	→	→	→	→	→		"			
6												
7												
8												
9												
10												
11		M1	M2	→	→	→	M4		Mathematics			
12		M3	→	→	→	M4	→		"			
13		M5	→	→	→	M7	→		"			
14												
15												
16												
17												
18												
19												
20												
21		SS1	→	SS2	→	SS7	→		Social Studies			
22		SS3	→	→	→	→	→		"			
23		SS4	→	→	→	→	→		"			
24		SS5	→	→	→	→	→		"			
25												
26												
27		FL3	→	→	→	→	SS3		French/Hist. & Geog.			
28		FL5	→	→	→	→	→		Spanish			
29												
30												
31		S2	→	→	→	→	→		Earth Science			
32		S4	→	→	S5	S6			Chemistry/Phys/Adv.Sc.			
33		S3	→	→	→				Biology			
34												
35												
36												
37		A	→	→	→	→	→		Art Laboratory			
38		A1							Journalism			
39												
40												

_____ TOTAL HOME ROOM STATIONS ABOVE

_____ OTHER HOMEROOM STATIONS IN _____

_____ TOTAL HOME ROOM STATIONS

_____ TOTAL PUPIL STATIONS FOR INSTRUCTIONAL USE

X ____% OPERATING EFFICIENCY (for scheduling, flexibility, etc.)

= OPERATING CAPACITY OF THIS SCHOOL 71

HIGH SCHOOL
TEACHING STATION PROJECTION FORM
VIRGINIA STATE DEPARTMENT OF EDUCATION
FOR OPTIONAL USE BY DIVISION SUPERINTENDENT OR ARCHITECTS

SCHOOL BLDGS. SERVICE
FORM SPM-2

DATE November 26, 1974

SCHOOL Poquoson High School INVENTORY INDEX NO. _____ Town of ~~COUNTY~~ Poquoson

USE THIS FORM TO TRANSFER EACH CLASS SECTION ON FORM SPM-1 TO AN APPROPRIATE TEACHING STATION

	Home Room Stations	DAILY PERIODS 1	2	3		4	5	6	Instr. Pupil Stations	TYPE OF TEACHING STATION (Classroom, shop, gymnasium, etc.) NEW	✓	EXISTING or REMODELLED	✓
1		MU1	and	MU	1B	→	→	→		Band			
2		MU2	→	→	→	→	→	→		Choral			
3													
4													
5		HE1	→	→		→	→	→		Home Economics			
6													
7													
8													
9													
10													
11		B1	→	→		B2	→	→		Beg. Type. & Gen. Bus.			
12		B3	→	→		→				Steno, Sec, & Rel. Occup.			
13		B4	→	→		→				Type & Related Occup.			
14													
15													
16													
17													
18		1A1								Special Education			
19		1A2	1A3	1A4						World of Tech/Const/Mfg			
20													
21													
22		DT4	DE	→		→				ICT/DE			
23													
24													
25													
26		PE	Boys Health							Health Classroom (2 days weekly)			
27		PE	Girls Health							Health Classroom (2 days weekly)			
28													
29		PE	Gymnasium							Divided for simultaneous use			
30													
31													
32		VE1	→			VE1	→			Power Mechanics			
33		VE2	→							Electrical Repair			
34													
35													
36													
37													
38													
39													
40													

_____ TOTAL HOME ROOM STATIONS ABOVE
_____ OTHER HOMEROOM STATIONS IN

_____ TOTAL PUPIL STATIONS FOR INSTRUCTIONAL USE

X ____ % OPERATING EFFICIENCY (for scheduling, flexibility, etc.)

SPM-3, 4
April 2, 1974
Rev. Nov. 26, 1974

PROPOSED NEW POQUOSON HIGH SCHOOL

TEACHING STATIONS - RELATED, AUXILIARY, SERVICE SPACES

	Quantity	Unit Area	Total S.F.
GENERAL CLASSROOMS			
English	5	630	3150
Mathematics	3	630	1890
Social Studies	4	630	2520
Foreign Language, French	1	630	630
Foreign Language, Spanish	1	630	630
Sub-Total	14		8820
SCIENCE LABORATORIES/CLASSROOM			
Earth (General) Science	1	916	916
Chemistry, Physics, Adv. Science	1	916	916
Biology	1	916	916
Lecture Room	1	1100	1100
Sub-Total	4		3848
ART			
Laboratory	1	1365	1365
Journalism	1	540	540
Dark Room	1	253	253
Sub-Total	3		2158
MUSIC			
Band Suite	1	1225	1225
Office	1	64	64
Library	1	160	160
Storage	1	300	300

MUSIC Continued			
Choral Suite	1	900	900
Office	1	64	64
Library	1	120	120
Storage	1	180	180
Sub-Total	8		3013
HOME ECONOMICS			
Homemaking	1	1560	1560
Sub-Total	1		1560
BUSINESS			
General; Bookkeeping & Beginning Typewriting	1	960	960
Stenographic, Secretarial & Related Occupations	1	1170	1170
Typewriting and Related Occupations	1	1400	1400
Sub-Total	3		3530
INDUSTRIAL ARTS AND VOCATIONAL EDUCATION			
Shop, General (World of Technology, Construction and Manufacturing)	1	2300	2300
Shop, Power Mechanics	1	2300	2300
Shop, Electrical	1	1560	1560
I.C.T./D.E. Seminar Room	1	780	780
Office, One each I.C.T. and D.E.	2	120	240
Special Education	1	580	- 580
Sub-Total	7		7760 7180
HEALTH-PHYSICAL EDUCATION			
Health Lecture Room	1	750	750
Gymnasium	1	10000	10000
Showers/Dressing	2	2200	4400
Wrestling	1	1156	1156

HEALTH-PHYSICAL EDUCATION Continued				
Gymnastics		1	1156	1156
Laundry		1	288	288
	Sub-Total	7		17750
GUIDANCE				
Counselor Offices		2	100	200
Waiting		1	100	100
Storage		2	15	30
	Sub-Total	5		330
LIBRARY SUITE				
Seat 98 Pupils (15% of 650 enrollment)		1	2350	2350
	Sub-Total	1		2350
AUDITORIUM				
Seating		1	3000	3000
Storage				300
Stage/Back Stage		1	900	900
	Sub-Total			4200
LOBBY WAITING	Sub-Total	1	1836	1836
KITCHEN				
(Up to 70% participation in lunch; approximately 480 to 560 meals/day)				2000
Food Service				396
	Sub-Total			2396
COMMONS (W/EATING & LOCKERS)				
Seat 180 to 200 Pupils		1	3864	3864
	Sub-Total	1		3864
TEACHERS' FACILITIES				
Teachers' Resource Center	Sub-Total	3	390	1170

ADMINISTRATIVE SUITE				
Administrative Office		1	1390	1390
Remote Assistant Principal		1	120	120
	Sub-Total	2		1510
CLINIC	Sub-Total			480
TOILETS, GENERAL AND PUBLIC	Sub-Total			1260
CUSTODIAL FACILITIES				
Receiving and Supply Dressing & Toilet Work Room Remote Closets				
	Sub-Total			500
MECHANICAL FACILITIES				
Mechanical Room(s)				1500
Electrical Room(s)				200
	Sub-Total			1700
GENERAL STORAGE	Sub-Total			360
NET AREA TOTAL				70395
22.2% Circulation, Construction & Miscellaneous Spaces				15654
GROSS TOTAL AREA				86049 S.F.

ESTIMATED COST

Area	86,049
Pupils (650 to 800)	725
Area per Pupil	119
Square Foot Cost	$35.00
Building Cost	$3,011,715.00
Cost per Pupil	$4,154.00

ESTIMATE SUMMARY

1	Building *	$3,012,000.00
2	Water Supply & Fire Protection	25,000.00
3	Connection to Existing Sewer	14,000.00
4	Site Development	301,200.00
	Total	$3,352,200.00

* Excluding Equipment, Furnishings, Contingencies, and Fees.

Town of Poquoson Public Schools

NEWSLETTER

O. E. WARE, Superintendent
P. O. Drawer 2068
Poquoson, Virginia 23662
Telephone 868-6666

Volume 1 Number 2 SPRING ISSUE May 9, 1974

Dear Citizen:

The needs of our town, and more specifically of our youngsters, have suggested strongly that we build a new high school. We want very much for this new school to provide our community with those facilities and elements that reflect the wishes of the citizens of Poquoson. Will you please help us help our town? Complete this questionnaire and return it promptly to the school board at the above address, or hand deliver it to the school board office at the Municipal Building, or send it to one of the schools with your child.

For purposes of understanding your exact feelings on a question, we request that you designate the extent to which you agree or disagree by circling the number which reflects your belief in each case. Your answers will remain strictly confidential.

		Strongly Agree	Agree	Neutral - (No Opinion)	Disagree	Strongly Disagree
A.	We in Poquoson should do more for our youngsters by providing them with functional school plants and educational programs.	1	2	3	4	5
B.	Our new high school should offer a greater number of vocational courses to develop a job entry skill.	1	2	3	4	5
C.	Our new high school should be capable of housing all of our high school students (grades 9-12) according to population projections through the 1980's.	1	2	3	4	5
D.	The school board and town council should begin conducting public hearings to discuss building needs, projected costs, financial arrangements, and taxation.	1	2	3	4	5
E.	Our new high school should have a full-time reading specialist and a permanent reading center for all students.	1	2	3	4	5
F.	Our school plant and educational program should be just as good as the other new schools on the Peninsula.	1	2	3	4	5
G.	Our school building should have a full-time registered nurse on the premises at all times.	1	2	3	4	5
H.	I believe that our new school should be the central meeting place for all of our residents, not just our children.	1	2	3	4	5

78

that we build a new high school. We want very much for this new school to provide our community with those facilities and elements that reflect the wishes of the citizens of Poquoson. Will you please help us help our town? Complete this questionnaire and return it promptly to the school board at the above address, or hand deliver it to the school board office at the Municipal Building, or send it to one of the schools with your child.

For purposes of understanding your exact feelings on a question, we request that you designate the extent to which you agree or disagree by circling the number which reflects your belief in each case. Your answers will remain strictly confidential.

	Strongly Agree	Agree	Neutral - (No Opinion)	Disagree	Strongly Disagree
A. We in Poquoson should do more for our youngsters by providing them with functional school plants and educational programs.	1	2	3	4	5
B. Our new high school should offer a greater number of vocational courses to develop a job entry skill.	1	2	3	4	5
C. Our new high school should be capable of housing all of our high school students (grades 9-12) according to population projections through the 1980's.	1	2	3	4	5
D. The school board and town council should begin conducting public hearings to discuss building needs, projected costs, financial arrangements, and taxation.	1	2	3	4	5
E. Our new high school should have a full-time reading specialist and a permanent reading center for all students.	1	2	3	4	5
F. Our school plant and educational program should be just as good as the other new schools on the Peninsula.	1	2	3	4	5
G. Our school building should have a full-time registered nurse on the premises at all times.	1	2	3	4	5
H. I believe that our new school should be the central meeting place for all of our residents, not just our children.	1	2	3	4	5
I. Our new school should have an auditorium which could be used for a variety of purposes both for students and town residents.	1	2	3	4	5
J. Our new school should have a community library and it should be available to any resident wishing to use it, at designated times each week.	1	2	3	4	5
K. I would be willing to support a school building program financially.	1	2	3	4	5

78

		Strongly Agree	Agree	Neutral - (No Opinion)	Disagree	Strongly Disagree
L.	The local government officials should begin looking for ways to broaden our tax base and provide taxes from sources other than real estate.	1	2	3	4	5
M.	Our children deserve and need the new high school that has been comprehensively and logically planned for our community.	1	2	3	4	5
N.	I can actively contribute to my child's education and thus his future through my willingness to contribute additional tax revenues.	1	2	3	4	5
O.	Our town council has the responsibility to support the school building project to enhance education in Poquoson, and I encourage their positive action on funding.	1	2	3	4	5
P.	I want our town council to know that I support allocating funds needed to complete a new building project.	1	2	3	4	5

STATISTICAL DATA ON VIRGINIA'S PUBLIC SCHOOLS - FEBRUARY 1974

During the 1972-73 school year local expenditures per pupil in ADA in Poquoson were $276, stat average was $478, city average was $496, the county average was $468, and the town average was $387. (Loan copy of Facing Up 8 in school board office.)

During the 1972-73 school year 46% of the funds necessary to operate the schools were provided by the state of Virginia, 15% by the federal government, and 39% from the town. Our 39% compar with 53% state average, 53% for the county average, and 51% for the town averages.

We are projecting a 1974-75 budget that would provide 51% of our operating funds from state souces, 10% from federal sources, and 39% from local sources. Of the local source money, appro imately 9% is the 1% sales tax refunded to the town.

SCHOOL CENSUS REPORT

We want to take this opportunity to thank all citizens of the town who have given their cooper tion in the school census. The elementary school PTO ladies have done an outstanding job, and have earned approximately $430 for their PTO treasury, plus providing the school system with an unmeasureable amount of assistance. We are approximately 95% complete on our school census however, still have a few unaccounted-for addresses and individuals. If you feel that you were missed in the school census, we would appreciate a telephone call (868-6666) giving us that information.

The school census means a great deal to the town; it is the basis for distributing the 1% sale tax returned to the town. For each school age child that we have in the town between the ages of 6 and 19, the town stands to receive approximately $100 for each such child for the next three years. At the present time, we are only receiving state sales tax money for approximate 1440 students, and we well know that we have over 1800. It is very important for us to get an accurate school census at this time.

REPORT ON

POQUOSON EDUCATIONAL ASSESSMENT QUESTIONNAIRE

Town of Poquoson Public Schools
P.O. Drawer 2068
Poquoson, VA 23662

JULY 1974

REPORT ON POQUOSON EDUCATIONAL ASSESSMENT QUESTIONNAIRE

Approximately 1700 newsletters were bulk mailed on or about May 9, 1974, to the citizens of the Town of Poquoson. We received 222 responses which represents about 13% of those surveyed.

Statistical data that follows will have a breakdown by items A - P with the number of responses shown for each of the five possible opinions. For the benefit of clarification on percentages, we will list the percentage figures for those that "strongly agree" and "agree" together, those that "strongly disagree"and "disagree" together, and those that are "neutral." (See Summary #1)

An addendum to statistical information tabulated offers the following:

In certainly instances people failed to answer one or more statements. I established, therefore, a "0" answer for purposes of tabulating this no response factor. It was a very small number in each case and yet with an opportunity to choose "#3" (neutral - no opinion). I am not certain of reasoning in these instances.

Eleven persons stated that they needed more information in order to properly and comprehensively answer the questionnaire.

Additional comments were made in 36 cases. Regardless of the fact that a sizable majority support the concept of a new high school as planned, these additional comments except in one case were adverse to the new building project. I have categorized thse 35 comments into four general attitudinal areas. Those being:

1. We should rennovate or build onto our current schools - 13 questionnaires expressed this type of an opinion.

2. We do not want or need a new high school - 10 questionnaires reflected this attitude.

3. The costs for such a project are much too high - 9 questionnaires reflected this opinion.

4. Those of us who are senior citizens (and have no children in school) cannot afford further tax increases - 3 questionnaires expressed this opinion.

We have prepared a line-graph to visually portray the five called for opinions. It can be readily observed that those who favored each of the items of the questionnaire either "strongly agree" or "agree" are much higher than those that were "strongly disagree" or "disagree." Those that were "neutral" had about the same percentages as those that disagreed. Even if all the neutral were counted as opposed (which is not reasonable) the agreed would be higher in all cases except item N, which would be 50% - 50%.

SUMMARY #1 - POQUOSON EDUCATIONAL ASSESSMENT QUESTIONNAIRE

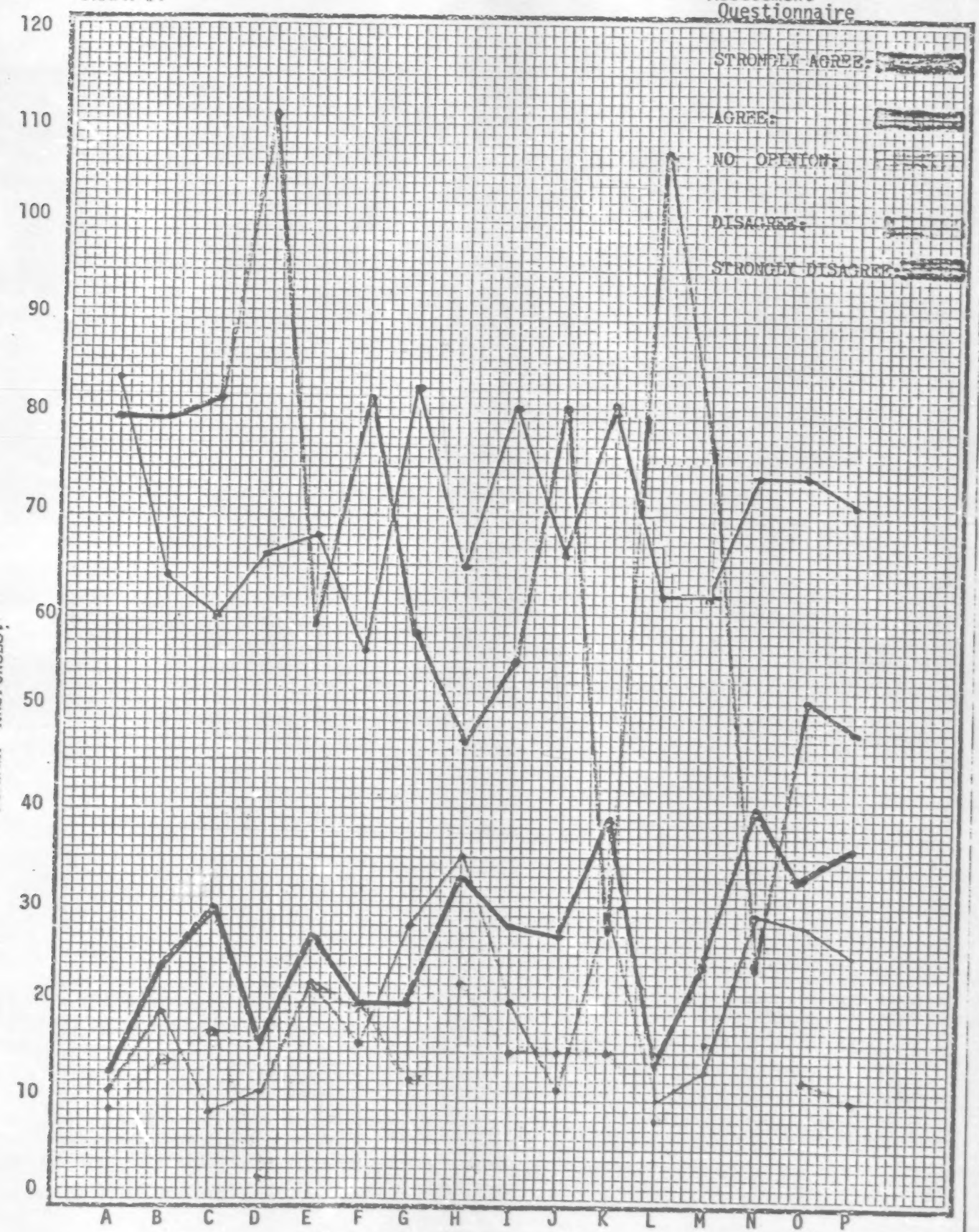
	Strongly Agree	Agree	Neutral - (No Opinion)	Disagree	Strongly Disagree
A. We in Poquoson should do more for our youngsters by providing them with functional school plants and educational programs.	1 (80)	2 (84) 83%	3 (11) 6%	4 (9) 11%	5 (13)
B. Our new high school should offer a greater number of vocational courses to develop a job entry skill.	1 (80)	2 (64) 72%	3 (19) 9%	4 (14) 19%	5 (24)
C. Our new high school should be capable of housing all of our high school students (grades 9-12) according to population projections through the 1980's.	1 (82)	2 (60) 72%	3 (9) 5%	4 (17) 23%	5 (30)
D. The school board and town council should begin conducting public hearings to discuss building needs, projected costs, financial arrangements, and taxation.	1 (111)	2 (66) 86%	3 (11) 5%	4 (2) 9%	5 (16)
E. Our new high school should have a full-time reading specialist and a permanent reading center for all students.	1 (59)	2 (68) 64%	3 (22) 12%	4 (22) 24%	5 (27)
F. Our school plant and educational program should be just as good as the other new schools on the Peninsula.	1 (82)	2 (56) 71%	3 (16) 8%	4 (20) 21%	5 (20)
G. Our school building should have a full-time registered nurse on the premises at all times.	1 (58)	2 (83) 71%	3 (28) 13%	4 (12) 16%	5 (20)
H. I believe that our new school should be the central meeting place for all of our residents, not just our children.	1 (47)	2 (65) 55%	3 (35) 18%	4 (22) 27%	5 (33)
I. Our new school should have an auditorium which could be used for a variety of purposes both for students and town residents.	1 (55)	2 (81) 68%	3 (20) 10%	4 (15) 22%	5 (28)
J. Our new school should have a community library and it should be available to any resident wishing to use it, at designated times each week.	1 (81)	2 (66) 73%	3 (11) 6%	4 (15) 21%	5 (27)
K. I would be willing to support a school building program financially.	1 (28)	2 (81) 57%	3 (29) 15%	4 (15) 28%	5 (39)

	Strongly Agree	Agree	Neutral - (No Opinion)	Disagree	Strongly Disagree
L. The local government officials should begin looking for ways to broaden our tax base and provide taxes from sources other than real estate.	1 (107)	2 (62) 84%	3 (10) 5%	4 (8) 11%	(24)
M. Our children deserve and need the new high school that has been comprehensively and logically planned for our community.	1 (77)	2 (62) 72%	3 (13) 7%	4 (16) 21%	5 (24)
N. I can actively contribute to my child's education and thus his future through my willingness to contribute additional tax revenues.	1 (24)	2 (74) 50%	3 (29) 15%	4 (29) 35%	5 (40)
O. Our town council has the responsibility to support the school building project to enhance education in Poquoson, and I encourage their positive action on funding.	1 (51)	2 (74) 63%	3 (28) 14%	4 (12) 23%	5 (33)
P. I want our town council to know that I support allocating funds needed to complete a new building project.	1 (48)	2 (71) 62%	3 (25) 14%	4 (10) 24%	5 (36)

GRAPH #1

Educational Assessment Questionnaire

PEAQ



HUNTON, WILLIAMS, GAY & GIBSON
700 EAST MAIN STREET P.O. BOX 1535
RICHMOND, VIRGINIA 23212
TELEPHONE (804) 649-3661
CABLE HUNTWAND

WASHINGTON, D. C. OFFICE
1730 PENNSYLVANIA AVE. N.W. 20006
SUITE 1060
TELEPHONE (202) 833-1660

June 11, 1974

FILE NO. 295 248 2

General George W. Dickerson
Town Manager and Treasurer
Town of Poquoson
830 Poquoson Avenue
Poquoson, Virginia

Re: Town of Poquoson - Debt Limit Problems

Dear General Dickerson:

Enclosed is a memorandum analyzing the debt limit problems of the Town of Poquoson as we understand them and setting forth our suggestions for the necessary action. If we have failed to answer all of your questions, please let us know.

We have previously communicated the substance of this memorandum to Mr. Ware who has, no doubt, conveyed our thoughts to you. This memorandum sets forth more fully the situation as we see it.

Very truly yours,

Harry Frazier, III

213/433
Enclosure
cc: Mr. O. E. Ware ✓
Jonathan S. Gibson, III, Esquire

APPENDIX 6

M E M O R A N D U M

TO: General George W. Dickerson DATE: June 11, 1974

FROM: Harry Frazier, III FILE: 295 248 2

Re: Town of Poquoson - Ability To Incur Additional Bonded Indebtedness

You have advised that the Town of Poquoson is faced with the need for a substantial school construction program. Since the Town is a separate school district and since capital outlay funds are not otherwise available, the logical source of financing is through the sale of bonds by the Town. You have requested our opinion regarding the ability of the Town to incur indebtedness for this purpose and the procedures for doing so.

Conclusions

The first step is to compute the constitutional limitation on the maximum indebtedness which the Town is permitted to incur and then subtract from that figure the amount of outstanding Town indebtedness to determine the margin for incurring additional indebtedness. Having made these computations, we are satisfied that the Town does not have sufficient assessed property values to sustain the additional indebtedness required for the school construction program.

Towns have the power to increase their borrowing capacity by conducting an independent assessment of property in the Town for purposes of Town taxation and debt limits. This may be a complete assessment without reference to values determined by the county assessors or the Town assessors may utilize valuations as determined by the county assessors. Poquoson can initiate and complete a reassessment program with relative ease by taking the York County Land Book when it becomes available about September 1 and applying a different ratio of assessed value to fair market value. Once such a reassessment has been completed and made a matter of record, the Town can sell school bonds under its enlarged debt limit. This program can be completed during the latter part of 1974 so that the Town could sell the school bonds later this year.

The procedures for reassessment are technical and tedious. We have set forth below in detail a suggested plan for carrying out such a reassessment.

Computation of Town's Borrowing Capacity

As provided in Section 10(a) of Article VII of the Constitution of Virginia, the debt limit of towns and cities is 18% of the assessed valuation of real estate subject to local taxation "as shown by the last preceeding assessment". The last preceeding assessment means the last assessment which has been completed and admitted to record prior to the time the new bonds are

to be issued.

According to a certificate of the Town Manager dated March 26, 1974, the assessed valuation of all real estate in the Town, excluding real estate of public service corporations, is $12,798,760. By adding the real estate owned by public service corporations of $254,233, the total amount of real estate is $13,052,993. (These figures have been computed on a ratio of 35% of assessed value to true value.) By applying the 18% constitutional debt limit, we arrive at a Town debt limit of $2,350,000.

According to the Town's preliminary audit report for the fiscal year ended June 30, 1973, its bonded indebtedness on that date was as follows:

School bonds (1961)	$ 180,000
Various Literary Loans (1952-1971)	617,350
Sewer bonds (1973)	1,500,000
Special project sewer bonds (1973)	50,900
Total	$2,348,250

We recognize that the amount of this indebtedness has been reduced through normal curtailments since June 30, 1973. We also recognize that the $1,500,000 sewer bond issue can be excluded from the computation of the Town's borrowing capacity if the net revenues from the sewer system are sufficient to pay debt service on these bonds. Even so, the Town would not have adequate borrowing

capacity to accommodate the required substantial additional indebtedness for school construction.

Town's Ability To Reassess

The Town can find authorization for a reassessment in two places, Article II, Section 3(f) of the Town Charter, Chapter 238, Acts of Assembly of 1952, and Section 58-795 of the Code of Virginia of 1950, as amended. The latter allows towns to reassess in a year of their choice and every fourth year thereafter. Since the reassessment must under any circumstances follow the procedural requirements set forth in Section 58-792.01 and Section 58-795 imposes certain procedural requirements which if observed in addition to those required by Section 58-792.01 would be redundant and somewhat burdensome, we would suggest reassessing pursuant to the Town Charter.

However, since the Town Charter provides no details on how the reassessment is to be carried out, we would suggest following, whenever possible, the requirements of Section 58-795 so that the Town will be following generally acceptable legal procedures for a duly authorized and performed reassessment.

Section 58-795 requires the appointment of a board of three assessors by the Town Council. The assessors are required to be landowners residing in the Town who hold no official position with the Town government. The only statutory direction given these

assessors is that they "shall assess the property in accordance with the general law and Constitution of Virginia". While the assessors have the power to appraise each parcel of real estate so as to make their own determination of market value, we see nothing to prohibit them from using the fair market values ascertained by the county which formed the basis of the assessment figures appearing in the land book. If this approach is followed, the primary function of the assessors will be to determine the assessment ratio and then make mathematical computations on the basis of the county land book. We believe the above requirements should be followed by the Town of Poquoson.

We had previously been of the impression that the Town Council determined the assessment ratio and the board of assessors used this ratio in the assessment procedures. It appears, however, that the determination of the assessment ratio is a matter within the sole discretion of the assessors. No doubt it is also their prerogative to determine whether or not to accept the county land book. Thus, the indicated procedure would be to appoint as assessors only persons who indicate a sympathy with the objectives of the reassessment program and will be content to follow the procedures outlined above.

Suggested Reassessment Procedures

The Town Council should first pass an ordinance pursuant

to Section 3(f) of the Town Charter providing for a reassessment in 1974. Since under Article IV, Section 8 of the Town Charter, an ordinance comes into effect 30 days after passage unless it is adopted as an emergency measure by a three-fifths vote, the Council should pass such an emergency measure so that the assessment may begin as soon as possible. It should then appoint the assessors. If the Town contemplates future assessments on a continuing basis, it may wish to provide for staggered terms so that one assessor would be appointed or reappointed every year and there would be continuity in the assessing process. As noted above, the assessors will have powers independent of the Town Council and therefore should be selected with great care.

The assessors' appointment should be certified before the Circuit Court, and they should be sworn in as are other public officials. They should next elect one of their number as chairman.

The assessors can then proceed to set the ratio of assessed value to true or fair market value. Of course, this ratio must be higher than the ratio presently used in order to accomplish the purpose of the reassessment.

As soon as the assessors know the approximate number of parcels involved in the reassessment, they should write to

F. C. Forberg, Director
Division of Real Estate Appraisal and Mapping
Department of Taxation
Commonwealth of Virginia
Richmond, Virginia 23282

to request an appropriate number of the forms of the Department of Taxation known as Sheets 3, 4 and 9. These sheets will be used for the reassessment and three copies should be made. These sheets can be prepared for use in all respects except for the actual assessment prior to the availability of the county land book. Similarly, the assessors can prepare in advance the forms of notice discussed below. The Department of Taxation is required by statute to provide assistance to towns making reassessments, and Mr. Forberg has expressed a willingness to be helpful in any way.

When the county land book is available, around September 1, the assessors can make the actual assessment by simply applying the newly established assessment ratio to the property as reflected in the county assessment (i.e., by converting the assessed value in the county land book to the true value used by the county assessors and then multiplying that figure by the assessment ratio established for use by the town). The assessment should then be recorded on the appropriate sheets.

Under Section 58-792.01 the assessors are required to give notice to affected landowners of any change in assessed value. Since a new assessment ratio is being applied, every landowner will be affected and entitled to notice. Section 58-792.01 also requires that each affected owner shall receive at least 15 days' notice of a hearing, at which he may protest his assessment before the assessors. The notice must set forth the magisterial or other district (in this

case, the Town of Poquoson), the size of the land and the amount of the new assessed values of land and improvements. A proposed form of this notice is attached based on Section 58-792.01 as it will be in effect as of July 1, 1974. In light of the change in percentage of true value being used it would be wise to make clear in the notice that such a change has been instituted and that this will change the assessed value even if there is no change in the fair market value as set by the assessors.

The Town is required by Section 58-792.01 to provide funds and services to the assessors to enable them to mail out such notices.

Opportunity for the public to inspect the complete reassessment and notice of such opportunity by newspaper publication are not required under Section 58-792.01 (as they are under Section 58-795), bu the Town might choose to provide such opportunity for citizens to inspect the assessment in the Town Hall. Such inspection, if used, should come prior to the hearing before the assessors at which property owners may complain.

At such hearing the assessors will receive whatever complaints and additional information is supplied and make appropriate adjustments, if any, in the assessments. They will then sign the final forms of the reassessment and file them with the Circuit Court. The assessors should also file a set of the final papers in the office of the Town Clerk and send the recapitulation

sheets (Sheet 9) to the Department of Taxation in Richmond. This will officially complete the assessment.

Suggested Schedule for Reassessment Procedures

The following general schedule will provide the desired reassessment in the shortest time while still fulfilling the requirements for lapse of time between the various procedures:

Late June or early July--Town Council passes emergency ordinance providing for a reassessment and the appointment of assessors. Assessors are appointed, certified and sworn in.

Early July--Assessors elect chairman and decided on ratio of values. They obtain and prepare forms to be used for the actual assessments and for the notices to be sent out to property owners.

September 2--York County Land Book becomes available. Actual assessment begins by applying assessment ratio to land book figures.

September 6--Assessors finish assessment, mail out notices and advertise in newspaper the date of both the open inspection of assessments in the Town Hall and of the hearing on assessments.

September 23-24. Assessments may be inspected by citizens in the office of the Town Clerk.

September 25--Assessors hold hearing to hear complaints

on assessments and take evidence thereon.

September 26--Assessors make any adjustments based on information made available at hearings.

September 27--Assessors sign the final assessment forms, file them in the Circuit Court and in the office of the Town Clerk and send appropriate forms to the Department of Taxation in Richmond.

The Town can then proceed to issue the school bonds needed.

Publicity on Reassessment

Although some tax increase may be necessary to pay for the debt service on the new school bonds, the major purpose of the reassessment is to change the debt limit. The Town Council should therefore see that the purpose and manner of the reassessment are given publicity within the Town to minimize the chances that property owners will mistakenly believe that their taxes will immediately go up the same percentage as their assessed valuation.

H. F., III

213/433

cc: Mr. O. E. Ware
Jonathan S. Gibson, III, Esquire

RANCORN · WILDMAN · KRAUSE

ARCHITECTS AND CITY PLANNING CONSULTANTS
2101 EXECUTIVE DRIVE HAMPTON, VIRGINIA PHONE 826-3030

REPLY P O BOX 1817 NEWPORT NEWS, VIRGINIA 23601

February 11, 1976

Mr. Sam O. Kaylin, Director
National Ed. D. Program for Ed. Leaders
Nova University
3100 College Avenue
Ft. Lauderdale, Fla. 33314

Dear Mr. Kaylin:

Our firm, Rancorn, Wildman and Krause, was chosen by the Poquoson School Board for designing and planning a new high school for the city. This selection was made by the Board after several firms made presentations and went through a screening process.

It is our feeling that the Poquoson School Board, under the leadership of their superintendent, has designed a sound procedure that could be followed by any school system to win support for the funding of a new building program.

Before our firm was contracted, O. E. Ware, Superintendent, with the approval of the School Board, had determined a need for additional school building space by effectively using a Building Needs Survey team. This survey was the backbone of the educational program planning, architectural planning, and design for construction.

In the case of Poquoson, it was necessary to utilize information from each phase of the planning to "hammer away" at the all-important task of securing support for funding. Throughout this effort we were not certain a new school would be built until council voted to fund the project just days after bids were received.

The fact that the new Poquoson High School is 50% complete and scheduled for opening in the Fall of 1976 is concrete evidence that the designed procedure to finance a new school in Poquoson, Virginia, was carried out in a commendable fashion.

Sincerely yours,

RANCORN, WILDMAN AND KRAUSE

Nelson C. Rancorn, Jr., A.I.A.

NCRjr/dgm

NELSON C. RANCORN, JR. A.I.A. WALTER W. WILDMAN, A.I.A. W. STANLEY KRAUSE, JR., A.I.A., A.I.P.

JOHN L. MOURING, JR. A.I.A., ASSOCIATE: WILLIAM C. MONROE, A.I.A.

GIBSON AND COWARDIN
ATTORNEYS AT LAW
690 J. CLYDE MORRIS BOULEVARD
NEWPORT NEWS, VIRGINIA 23601

JONATHAN S. GIBSON, III
WILLIAM C. COWARDIN, JR.

AREA CODE
804
595-7275
595-7941

February 9, 1976

Mr. Sam O. Kaylin, Director
National Ed. D. Program for
Educational Leaders
Nova University
3100 College Avenue
Ft. Lauderdale, FL 33314

Re: Mr. O. E. Ware

Dear Mr. Kaylin:

As City Attorney for Poquoson, Virginia, I have had the opportunity to observe and work with O. E. Ware in the implementation of plans for the funding of a new high school.

It is obvious that the plan to secure funding was well designed and executed in a manner that obtained the desired results - a new high school for the community.

The school board, under Mr. Ware's leadership, determined the need for a new school, designed an educational program and the building to house the program, and did the correct tasks to sell the community and City Council on the idea of funding the program through bond sales and a state literary loan.

It was my privilege to work with the city manager, bonding attorney and the school superintendent on means and regulations for the reassessment of real estate in Poquoson in order to qualify for bond sales.

I trust that this information will be helpful in your evaluation of Mr. Ware's practicum.

Sincerely yours,

GIBSON AND COWARDIN

Jonathan S. Gibson, III

JSG/mls

CITY OF POQUOSON
830 Poquoson Avenue
Poquoson, Virginia 23662

February 7, 1976

Mr. Sam O. Kaylin, Director
National Ed. D. Program for
Educational Leaders
Nova University
3100 College Avenue
Ft. Lauderdale, Fla. 33314

Dear Mr. Kaylin:

During the past eighteen months our superintendent of schools, Mr. O. E. Ware, has carried out a plan for funding a new high school according to design and schedule.

The city council and school board have worked together in order to determine needs, and to find ways to secure the necessary funding for a new high school in our city.

The assessment of real estate has been changed in order to raise our debt limits in order that $1,750,000 in bonds could be sold and a $750,000 literary loan could be secured.

City council has voted to fund the new high school and it is under construction at this time.

Sincerely yours,

Roy Staton

Roy Staton
Assistant City Manager